

# **INSTRUCTIONAL STRATEGIES ACADEMY**



## Table of Contents

Revised 05-13-02

### INSTRUCTIONAL STRATEGIES ACADEMY..... i

#### Academy Introduction ..... viii

##### Instructional Strategies Academy ..... ix

#### Module A: Instructional Adaptations ..... 13

##### A. Energizer ..... 14

##### B. Module Goals ..... 14

#### ***Goal 1: Define the terms “Adaptation,” “Accommodation,” and “Modification.”..... 15***

##### 1.1 Activity: Identifying Accommodations and Modifications ..... 15

#### ***Goal 2: Demonstrate how to create both types of adaptations (accommodations and modifications) based on student need and the directions from a teacher or other school professional. .... 16***

##### 2.1 Lecture: Adaptations ..... 16

##### 2.2 Activity: Class Discussion ..... 16

#### ***Goal 3: Demonstrate how the concepts of “Levels of Support” and “Components of Effective Instruction” apply to specific classroom situations. .... 18***

##### 3.1 Lecture: Defining “Levels of Support” ..... 18

##### 3.2 Activity: Levels of Support in the General Education Classroom ..... 18

#### Module A Handouts ..... 21

##### Module A: Instructional Adaptations ..... 22

##### Adaptations in Reading and Writing ..... 23

##### Adaptations in Math ..... 24

##### What Do You Do? ..... 25

##### Levels of Support ..... 26

##### Levels of Support and Effective Instruction ..... 27

#### Module A Transparencies ..... 28

##### Module A: Instructional Adaptations ..... 29

##### Supporting Student Success: Adaptations and Modifications ..... 30

##### What Do You Do? ..... 32

##### Levels of Support and Effective Instruction ..... 33

<b>Module B: Managing Individual and Group Instruction .....</b>	<b>34</b>
A. Module Goals .....	35
<i>Goal 1: Recognize and define terminology and acronyms that are commonly used in educational settings. ....</i>	<i>36</i>
1.1 Activity: Acronyms and Terminology .....	36
<i>Goal 2: Demonstrate how to record and report three different types of data regarding student behavior and performance. ....</i>	<i>37</i>
2.1 Activity: Data Collection and Communication .....	37
2.2 Lecture: Data Collection and Communication .....	37
<i>Goal 3: Demonstrate multiple ways to gain and maintain the attention of an individual student and small and large groups of students. ....</i>	<i>41</i>
3.1 Activity: Brainstorming .....	41
3.2 Activity: Role-Play .....	41
3.3 Discussion: Presenting Lessons to Students .....	42
3.4 Activity: Reflection: What Have You Learned? .....	43
3.5 Lecture: Know How to Get and Maintain the Attention of Small Groups .....	43
3.6 Discussion: Large Group Instruction .....	45
3.7 Activity: Forming Large Groups .....	45
<i>Goal 4: Know how to create opportunities for active student participation in instruction. ..</i>	<i>47</i>
4.1 Discussion: Active Student Participation .....	47
<b>Module B Handouts .....</b>	<b>50</b>
Module B: Managing Individual and Group Instruction .....	51
All Those Letters!!! What Do They All Mean? .....	52
Back-and-Forth Book .....	53
Student Data Sheet .....	54
Considerations Before Presenting Lessons .....	55
Establishing Expectations for Student Groups .....	56
Maintaining Student Attention .....	57
Points to Consider for Active Student Participation .....	58
<b>Module B Transparencies .....</b>	<b>60</b>
Module B: Managing Individual and Group Instruction .....	61
All Those Letters!!! What Do They All Mean? .....	62
Data Collection and Communication .....	63
Back-and-Forth Book .....	64
Behavioral Data .....	65
Student Data Sheet .....	66
Role-Play .....	67



<b>Module C: Math</b>	<b>68</b>
A. Module Goals	69
<i><b>Goal 1: Know the developmental sequence of basic concepts related to mathematical skills.</b></i>	<b>70</b>
1.1 Lecture: Basic Concepts in Math	70
1.2 Activity: Early Math Concepts	70
1.3 Discussion: Conceptual Development Related to Math Skills	72
1.4 Lecture: Age Development of Concepts	72
<i><b>Goal 2: Demonstrate teaching and learning strategies for math computation skills (functional math, time, and money).</b></i>	<b>75</b>
2.1 Lecture: Determining the Importance of Skills	75
2.2 Discussion: How Do We Know Where to Start?	75
<i><b>Goal 3: Demonstrate learning strategies that students use to achieve comprehension and application of math concepts.</b></i>	<b>78</b>
3.1 Activity: What Can We Do to Help a Student Move Forward in Development?	78
3.2 Lecture: Tips for Math Skill Development	78
3.3 Assignment: Using Handy Tips for Math	79
<i><b>Goal 4: Know the state and/or district math standards that apply to the relevant age or grade levels.</b></i>	<b>80</b>
4.1 Lecture: Review of Standards	80
<b>Module C Handouts</b>	<b>81</b>
Module C: Math	82
Age Development of Concepts	83
Functional Math Skills	85
Touch Math	86
Tips for Math Skill Development	87
<b>Module C Assignments</b>	<b>88</b>
Using Handy Tips for Math	89
<b>Module C Transparencies</b>	<b>90</b>
Module C: Math	91
Scenario 1	92
Scenario 2	93
Age Development of Concepts	94
How Do We Know Where to Start?	95
Touch Math	96
Tips for Math Skill Development	97

<b>Module D: Reading .....</b>	<b>98</b>
A. Module Goals .....	99
<i><b>Goal 1: Demonstrate techniques that guide students in the selection of appropriate reading materials (age, skill, interest considerations).</b></i> .....	<b>100</b>
1.1 Activity: Selection of Reading Material .....	100
1.2 Discussion: Selecting Reading Materials .....	100
1.3 Discussion: Age-Appropriate Materials .....	102
1.4 Activity: Assigning Literature to Appropriate Age and Skill Levels .....	104
<i><b>Goal 2: Demonstrate skill in reading orally to and for students.</b></i> .....	<b>105</b>
2.1 Discussion: Why We Read Orally to Students .....	105
2.2 Discussion: Oral Reading Skills .....	105
2.3 Activity: Picking a Book .....	105
<i><b>Goal 3: Demonstrate a variety of techniques for reading orally with students (choral reading, repeated readings, guided reading).</b></i> .....	<b>106</b>
3.1 Discussion: What Does That Mean? .....	106
3.2 Activity: Practice of Techniques .....	107
<i><b>Goal 4: Demonstrate techniques that facilitate independent reading comprehension (SQ3R, multi-pass, reciprocal teaching, QAR, multi-sensory, phonics).</b></i> .....	<b>108</b>
4.1 Lecture: Review of Techniques to Teach Independent Reading .....	108
4.2 Activity: Practicing Techniques .....	110
<i><b>Goal 5: Know the state and/or district reading standards that apply to the relevant age or grade levels.</b></i> .....	<b>111</b>
5.1 Lecture: District and/or State Standards for Reading .....	111
<b>Module D Handouts .....</b>	<b>112</b>
Module D: Reading .....	113
Questions to Ask When Choosing Children's Literature .....	114
Appropriate Literature Selections .....	116
Repeated Reading .....	118
Choral Reading .....	119
Guided Reading .....	120
SQ3R .....	121
Multi-Pass .....	122
Reciprocal Teaching .....	123
Question-Answer Relationships (QARs) .....	124
Multi-Sensory .....	125
Phonics .....	126

<b>Module D Transparencies .....</b>	<b>127</b>
Module D: Reading .....	128
Questions to Ask When Choosing Children’s Literature .....	129
Appropriate Literature Selections .....	130
Why We Read Orally to Students .....	131
Reading Orally With Students .....	132
SQ3R .....	133
Multi-Pass .....	134
Reciprocal Teaching .....	135
Question-Answer Relationships (QARs) .....	136
Multi-Sensory .....	137
Phonics .....	138
 <b>Module E: Written Language .....</b>	 <b>139</b>
A. Module Goals .....	140
<b><i>Goal 1: Describe the reasons for the importance of written language skills. ....</i></b>	<b><i>141</i></b>
1.1 Activity: Importance of Written Language .....	141
1.2 Discussion: Define Written Language .....	141
<b><i>Goal 2: Identify the process of written language development in children. ....</i></b>	<b><i>142</i></b>
2.1 Discussion: 6-Traits Assessment for Beginning Writers .....	142
2.2 Activity: Use of 6-Traits Assessment .....	142
<b><i>Goal 3 : Identify techniques, strategies, and tools available to engage students in organizing and producing written language. ....</i></b>	<b><i>144</i></b>
3.1 Lecture: How Do We Know Where to Start? .....	144
3.2 Activity: The Use of Writing Organizers .....	146
3.3 Discussion: Use of Writing Organizers .....	147
3.4 Activity: Practicing Organizational Techniques .....	147
3.5 Activity: Effective Basic Paragraphs .....	148
<b><i>Goal 4: Know the state and/or district written language standards that apply to the relevant age or grade levels. ....</i></b>	<b><i>150</i></b>
4.1 Lecture: District and/or State Standards for Written Language .....	150
 <b>Module E Handouts .....</b>	 <b>151</b>
Module E: Written Language .....	152
Writing Modes .....	153
The Experimenting Writer .....	154
The Emerging Writer .....	155
The Developing Writer .....	156

The Capable Writer .....	157
The Experienced Writer .....	158
6-Traits Development .....	159
How Do We Know Where to Start? .....	160
STORE the Story .....	161
Story Cloze .....	162
Paragraph Guide .....	163
Story Questions .....	164
Outline Form .....	165
Mapping as an Organizational Tool .....	166
Effective Basic Paragraphs .....	167
Effective Basic Paragraph Example 1 .....	168
Effective Basic Paragraph Example 2 .....	169
Effective Basic Paragraph Example 3 .....	170
<b>Module E Transparencies .....</b>	<b>171</b>
Module E: Written Language .....	172
Writing Modes .....	173
Palloway and Patton .....	174
6-Traits Assessment for Beginning Writers .....	175
6-Traits Development .....	176
How Do We Know Where to Start? .....	177
Writing Organizers .....	178
Mapping as an Organizational Tool .....	179
Effective Basic Paragraphs .....	180

## Academy Introduction

Using the **Instructional Strategies Academy** transparency (**T1**), review the modules with the paraeducators before beginning the academy along with the following.

This academy is intended to give the paraeducator knowledge and skills specific to the use of instructional strategies and methods. The academy bases teaching upon the belief that paraeducators must be constantly involved in the dynamic process of analyzing the teaching environment and individual student needs for the particular level of support; degree of adaptation/accommodation or modification, and instructional method that would best facilitate learning. The academy is designed to provide these skills for use by paraeducators supporting students in inclusive classrooms, resource rooms, or in self-contained settings.

Please note that some of the material contained in this academy may refer specifically to the state of Colorado. If the academy is being taught elsewhere, it will be necessary to obtain comparable information for the location the academy is being taught in.



# *Instructional Strategies Academy*

InStrg-T1



## *Module A: Instructional Adaptations*

- *Define the terms “Adaptation,” “Accommodation,” and “Modification.”*
- *Demonstrate how to create both types of adaptation (accommodations and modifications) based on student need and the directions from a teacher or other school professional.*
- *Demonstrate how the concepts of “Levels of Support” and “Components of Effective Instruction” apply to specific classroom situations.*

## *Module B: Managing Individual and Group Instruction*

- *Recognize and define terminology and acronyms that are commonly used in educational settings.*
- *Demonstrate how to record and report three different types of data regarding student behavior and performance.*
- *Demonstrate multiple ways to gain and maintain the attention of an individual student and small and large groups of students.*

# *Instructional Strategies Academy*

## *(continued)*

InStrg-T1



### *Module B: Managing Individual and Group Instruction*

*(continued)*

- *Know how to create opportunities for active student participation in instruction.*

### *Module C: Math*

- *Know the developmental sequence of basic concepts related to mathematical skills.*
- *Demonstrate teaching and learning strategies for math computation skills (functional math, time, and money).*
- *Demonstrate learning strategies that students use to achieve comprehension and application of math concepts.*
- *Know the state and/or district math standards that apply to the relevant age or grade levels.*

# *Instructional Strategies Academy*

## *(continued)*

InStrg-T1



### *Module D: Reading*

- *Demonstrate techniques that guide students in the selection of appropriate reading materials (age, skill, interest considerations).*
- *Demonstrate skill in reading orally to and for students.*
- *Demonstrate a variety of techniques for reading orally with students (choral reading, repeated reading, guided reading).*
- *Demonstrate techniques that facilitate independent reading comprehension (SQ3R, multi-pass, reciprocal teaching, QAR, multi-sensory, phonics).*
- *Know the state and/or district reading standards that apply to the relevant age or grade levels.*

# *Instructional Strategies Academy*

## *(continued)*

InStrg-T1



### *Module E: Written Language*

- *Describe the reasons for the importance of written language skills.*
- *Identify the process of written language development in children.*
- *Identify techniques, strategies, and tools available to engage students in organizing and producing written language.*
- *Know the state and/or district written language standards that apply to the relevant age or grade levels.*

## **Module A: Instructional Adaptations**

## Instructional Strategies Academy

### Module A: Instructional Adaptations



#### A. Energizer

Direct paraeducators to list a character, a car, and a color that best describes them. Ask paraeducators to introduce themselves and to explain where they work. Then direct them to share with the class why these items best describe them (trainer should present first). During this time the trainer should be recording what age level and in what types of programs the paraeducators generally work.



#### B. Module Goals

Using the **Module A: Instructional Adaptations** handout and transparency (H1/T1), review the goals of the module.

1. Define the terms “Adaptation,” “Accommodation,” and “Modification.”
2. Demonstrate how to create both types of adaptation (accommodations and modifications) based on student need and the directions from a teacher or other school professional.
3. Demonstrate how the concepts of “Levels of Support” and “Components of Effective Instruction” apply to specific classroom situations.



## ***Goal 1: Define the terms “Adaptation,” “Accommodation,” and “Modification.”***

**\*\*To adapt material for students means to provide (or adjust) material by using an accommodation or modification.**



### **1.1 Activity: Identifying Accommodations and Modifications**

This activity will help paraeducators define the terms (and provide strategies for) accommodations and modifications.



#### **1.1.1 Steps**

- Divide the class into small groups of three to four participants. Direct each group to discuss and record a list of the many things that they do regularly or daily with students they are working with to help ensure success for those students and to help them learn. Allow 10 to 15 minutes for this activity.
- Bring the class back to large group setting. Ask each group to share their lists. As they do so, record their responses on the **Supporting Student Success: Adaptation and Modification** transparencies (T2).
- After reviewing the group responses, distribute the **Adaptations in Reading and Writing** and **Adaptations in Math** handouts (H2/H3). Instruct the class to go back to their groups, read the handouts, and begin discussion reviewing the differences between *accommodation* and *modification*. Take 10 minutes for this activity.
- Bring small group back to large-group setting and lead a discussion, further defining accommodation and modification.



***Note to Instructor:*** To *accommodate* is to provide the means, it is an adjustment of differences. Example: Student is provided with large-print version of materials. To *modify* is to provide partial alteration. Example: Student only has to study five spelling words instead of 10.



***Goal 2: Demonstrate how to create both types of adaptations (accommodations and modifications) based on student need and the directions from a teacher or other school professional.***



### **2.1 Lecture: Adaptations**

The adaptation of student materials, work expectations, and finished product will obviously vary from student to student based on individual needs and in some cases, based on the Individual Education Plan (IEP) goals and objectives.

The teacher or other school professional will **guide** adaptations, most often the paraeducator will **implement** what the adaptation looks like in the classroom.



### **2.2 Activity: Class Discussion**

Discuss a variety of classroom situations and possible accommodations and modifications a paraeducator might use.



#### **2.2.1 Steps**

- Introduce the **What Do You Do?** handout and transparency (H4/T3).
- Ask the participants to join in whole-group discussion about the scenarios presented in handout, and the possible accommodations and modifications that a paraeducator might use.
- List their responses on the transparency as they discuss each student.



**Note to Instructor:** Throughout this activity, the questions you want to stress and focus on are: “What is the objective?” and “What are we trying to accomplish?”

#### **Scenarios:**

- It is Monday morning and you are in class with Juanita. The teacher is discussing this week’s spelling list. You know Juanita is working on sight-word vocabulary and finished List 5 last week. What do you do? What information is missing here? Where do you get the answers?





**Note to Instructor:** Missing Information: Is Juanita's IQ 30 or 120? Is her goal to recognize letters? Spell the words on the list? What are her IEP objectives? What are we trying to accomplish?

- In math, Jon cannot count beyond 10. One of his IEP objectives is to count to 50. His class is now working independently on math facts. What do you do? What information is missing here? Where do you get the answers?
- Shanta has difficulty reading small print. Her science teacher explained that tomorrow the class will be reading from their text books. What do you do? What information is missing here? Where do you get the answers?
- Jordan is in the fourth grade and reads at a first grade level. It is time for Jordan to take his social studies test. He has participated in all class activities and he understands the vocabulary. What do you do? What information is missing here? Where do you get the answers?
- Miguel can read but cannot write. His IEP states that he will participate in district assessments with adaptations. It is time for district assessments in reading and this assessment requires written responses to questions about the reading passages. What do you do? What information is missing here? Where do you get the answers?



***Goal 3: Demonstrate how the concepts of “Levels of Support” and “Components of Effective Instruction” apply to specific classroom situations.***



**3.1 Lecture: Defining “Levels of Support”**

Distribute the **Levels of Support** handout (H5) to accompany lecture.

1. **Transitional:** To assist temporarily. The amount of support (low, medium, or high) is provided *temporarily* to assist a student in gaining independence in new environments, activities, acquisition of new concepts, and acquisition of a second language.
2. **Low:** Always available but not on a regular basis, the student would be able to function in the environment without the support, just not as successfully.
3. **Medium:** Necessary on a regular basis in order for the student to be successful or to learn in the environment.
4. **High:** Absolutely necessary for the student to learn and must be provided consistently. The student could not function in the environment without the support. High levels of support are generally intrusive in nature.

Levels of support may change throughout the school year. The goal is always to build towards student independence.



**3.2 Activity: Levels of Support in the General Education Classroom**

Class will participate in discussion of scenarios, leading to a greater understanding of how to evaluate levels of support.



**3.2 .1 Steps**

- Introduce the **Levels of Support and Effective Instruction** handout and transparency (H6/T4).
- Instruct the participants to reflect on what their role might be and what the level of support and effective instruction might look like.
- In groups of three to five, ask participants to discuss the scenario.
- Ask participants to return to the large-group setting and record their responses on the transparency as their group reports their conclusions.

**Scenario: “Levels of Support and Effective Instruction”**

It is 9:00 in the morning. You will be working in Ms. Smith’s fourth grade classroom. The classroom instruction is regarding appropriate use of punctuation, particularly the use of quotation marks. Michael uses a wheelchair for mobility, is nonverbal, smiles and uses visual responses to communicate (eye blink, or looking at written communication on an augmentative device). Michael benefits from classroom instruction and has an objective to use visual responses to respond to questions. Kathy has a learning disability. She has an objective that states she will use capitalization and punctuation appropriately. Sean has Attention Deficit Disorder. He has an objective that states he will complete 75% of in-class work during assigned work times. The entire class is presented with four paragraphs that do not include any capitalization or punctuation. You are specifically there to work with Michael, Kathy and Sean, but it is not unusual for you to support any child who needs help. Ms. Smith has given each student the four paragraphs to edit. They may work in small groups or independently. Discuss what you would do to provide effective instruction in this scenario and what your level of support might look like.



**Note to Instructor:** After recording small group responses to the above scenario, add the following suggestions if they have not already been mentioned.

- Michael needs to be given multiple opportunities to respond to questions. Ask Michael where he wants to sit, “Do you want to sit by Mark or Jess?”
- Read aloud to Michael. Put a single punctuation mark on note cards, one card has a period, one has a question mark, one has an exclamation point, etc. Present either/or type questions like, “Does this sentence need a question mark or a period?” Ask yes/no questions like, “Does this statement need quotation marks?”
- Have a peer read aloud to Michael. Teach peers to ask Michael yes/no, either/or questions. Children are very observant, they will follow your example.
- Check with Sean for understanding of directions.
- Stop by Sean’s desk, assign him a specific number of sentences to complete before you return.
- Ask Sean to work with a peer.
- Rehearse reading one of the sentences with Kathy. See if she can

“hear” where a sentence ends (that is one strategy that facilitates knowing when punctuation is appropriate). Share that strategy with her. Work a second sentence together. Observe Kathy working a third sentence independently. Ask Kathy to continue with the assignment.

- Ask Kathy to work with a peer.
- The paraeducator would need to be dividing his/her attention among the students during the activity.

## Module A Handouts



## **Module A: Instructional Adaptations**

1. Define the terms “Adaptation,” “Accommodation,” and “Modification.”
2. Demonstrate how to create both types of adaptation (accommodations and modifications) based on student need and the directions from a teacher or other school professional.
3. Demonstrate how the concepts of “Levels of Support” and “Components of Effective Instruction” apply to specific classroom situations.

# I d e a s a n d S u g g e s t i o n s

## Adaptations in Reading and Writing

### ACCOMMODATIONS

- Extended time to complete assignments or assessments.
- Limit instructional and assessment sessions.
- Provide Braille version of materials.
- Provide large-print version of materials.
- Provide materials in the student's native language.
- Read directions for assignments and assessments.
- Use sign language for assignments and assessments.
- Use scribes to write oral responses for student.
- Allow the student to use signing or pointing as an alternative response during classroom discussion, assignments and assessments.
- Allow student to use Braille or other assistive communication devices.
- Spell words to students except where spelling is being assessed.
- Provide the student with a graphic organizational framework for producing a summary of a written work.
- Provide models of summarizing concepts, such as paraphrasing when needed.
- Use word-prediction software to summarize ideas.
- Encourage students to write, draw, or record key words while reading.

### MODIFICATIONS

- Provide the student with cliff notes or key points from written work.
- Provide written text based on appropriate instructional reading/language levels.
- Focus on one key summarizing concept that the student must demonstrate.
- Provide a summary guide to assist with locating essential key points in text.
- Provide models and visual schematics when appropriate to assist with interpretation of technical literature.
- Use picture cue cards to complete summary (ideas, conclusion).
- Adjust length of literary piece to be read.
- Allow student to use audio/video equipment as an alternative to writing summary.
- Allow student to view video or CD-ROM based on written works.
- Allow peer to read literary piece to student.
- Provide tape-recorded required readings for student.
- Allow student to illustrate through drawings or computer graphics understanding of materials.
- Allow student to use picture cue cards to demonstrate understanding of materials.
- Adjust the length of the written summary required for the student to complete.
- Allow student to select reading based on interest.
- Highlight or circle key information in written text.
- Provide a reading partner for the student.
- Allow the student to act out key points.
- Allow student to develop alternative products such as songs, plays, poems, etc. which reflect content within writing assignment.

# I d e a s a n d S u g g e s t i o n s

## Adaptations in Math

### ACCOMMODATIONS

- Extended time to complete assignments or assessments.
- Limit instructional and assessment sessions.
- Provide Braille version of materials.
- Provide large print version of materials.
- Provide materials in the student's native language.
- Read directions for assignments and assessments.
- Sign directions for assignments and assessments.
- Use scribes to write oral responses for student.
- Allow the student to use signing or pointing as an alternative response during classroom discussion, assignments and assessments.
- Allow the student to use Braille or other assistive communication devices.
- Increase the complexity of problem-solving strategies required over a period of time.
- Allow students to use age-appropriate manipulatives (playing cards, dice).
- Provide student with graph paper to visually demonstrate problem-solving method.
- Allow student to place lined paper vertically to assist with alignment of numbers/problems.
- Teach student to circle or highlight only relevant information within a word problem.
- Provide modeling of functions in real life school situations (money exchange in cafeteria, measuring pieces of wood in industrial arts, keeping score during athletic events, etc.).
- Allow the student to eye-gaze to appropriate numbers and mathematical functions on a communication board required to complete problem-solving operations.
- Allow the student to use a calculator or personal computer as needed when arithmetic calculations are not being scored.

### MODIFICATIONS

- Adapt the complexity of the situation and/or problem the student is required to solve.
- Provide a reference that identifies key activities or situations with corresponding functions.
- Limit concepts involved in problem-solving situations.
- Provide student with alternative activities such as math games or computer programs at their current mastery level.
- Video tape real life activities and break down into smaller manageable segments that allow the student to perform the necessary operations.
- Have student match coins to picture cards that illustrate item and amount needed.
- Act-out detailed steps involved in problem-solving activities and allow the student to complete by determining correct answer.
- Allow students to identify positive/negative integers, functions, etc. through flashcards.
- Teach student the Next-Dollar strategy. Given a set of answers, allow the student to match answers to problems.
- Use ads from the newspaper and allow students to enter dollar amounts of items from ads into calculator.
- Mark measurements on ruler, protractor and compasses with colored lines, provide the student with a guide indicating measurement placement and corresponding geometric figure (angle degree, circle circumference, etc.).
- Provide student with a guide sheet of problem-solving equations to measure plane and solid shapes.
- Allow the student to use a drawing program on the computer to develop a worksheet of various angles for peers to measure.
- Allow the student to photograph community examples of geometric shapes.



## What Do You Do?

- It is Monday morning and you are in class with Juanita. The teacher is discussing this week's spelling list. You know Juanita is working on sight-word vocabulary and finished List 5 last week. What do you do? What information is missing here? Where do you get the answers?
- In math, Jon cannot count beyond 10. One of his IEP objectives is to count to 50. His class is now working independently on math facts. What do you do? What information is missing here? Where do you get the answers?
- Shanta has difficulty reading small print. Her science teacher explained that tomorrow the class will be reading from their text books. What do you do? What information is missing here? Where do you get the answers?
- Jordan is in fourth grade and reads at a first-grade level. It is time for Jordan to take his social studies test. He has participated in all class activities and he knows the vocabulary. What do you do? What information is missing here? Where do you get the answers?
- Miguel can read but cannot write. His IEP states that he will participate in district assessments with adaptations. It is time for district assessments in reading and this assessment requires written responses to questions about the reading passage. What do you do? What information is missing here? Where do you get the answers?

## Levels of Support

1. **Transitional:** To assist temporarily. The amount of support (low, medium, or high) is provided temporarily to assist a student in gaining independence in new environments, activities, acquisition of new concepts, and acquisition of a second language.
2. **Low:** Always available but not on a regular basis, the student would be able to function in the environment without the support, just not as successfully.
3. **Medium:** Necessary on a regular basis in order for the student to be successful or to learn in the environment.
4. **High:** Absolutely necessary for the student to learn and must be provided consistently. The student could not function in the environment without the support. High levels of support are generally intrusive in nature.

## **Levels of Support and Effective Instruction**

It is 9:00 in the morning. You will be working in Ms. Smith's fourth grade classroom. The classroom instruction is regarding appropriate use of punctuation, particularly the use of quotation marks. Michael uses a wheelchair for mobility, is nonverbal, smiles and uses visual responses to communicate (eye blink, or looking at written communication on an augmentative device). Michael benefits from classroom instruction and has an objective to use visual responses to respond to questions. Kathy has a learning disability. She has an objective that states she will use capitalization and punctuation appropriately. Sean has Attention Deficit Disorder. He has an objective that states he will complete 75% of in-class work during assigned work times. The entire class is presented with four paragraphs that do not include any capitalization or punctuation. You are specifically there to work with Michael, Kathy and Sean, but it is not unusual for you to support any child who needs help. Ms. Smith has given each student the four paragraphs to edit. They may work in small groups or independently. Discuss what you would do to provide effective instruction in this scenario and what your level of support might look like.

## Module A Transparencies

## ***Module A: Instructional Adaptations***

InStrgA-T1



- ***Define the terms “Adaptation,” “Accommodation,” and “Modification.”***
- ***Demonstrate how to create both types of adaptation (accommodations and modifications) based on student need and the directions from a teacher or other school professional.***
- ***Demonstrate how the concepts of “Levels of Support” and “Components of Effective Instruction” apply to specific classroom situations.***

# *Supporting Student Success: Adaptations and Modifications*

InStrgA-T2



## *A List of Class Generated Responses:*

■

■

■

■

■

■

■

■

# *Supporting Student Success: Adaptations and Modifications (continued)*

InStrgA-T2



*List Continued...*

■

■

■

■

■

■

■

■

## *What Do You Do?*

InStrgA-T3



■ *Juanita*

■ *Jon*

■ *Shanta*

■ *Jordon*

■ *Miguel*



# *Levels of Support and Effective Instruction*

InStrgA-T4



■

■

■

■

■

■

■

■

## **Module B: Managing Individual and Group Instruction**

## Instructional Strategies Academy

### Module B: Managing Individual and Group Instruction



#### A. Module Goals

Using the **Module B: Managing Individual and Group Instruction** handout and transparency (**H1/T1**), review the goals of the module.

1. Recognize and define terminology and acronyms that are commonly used in educational settings.
2. Demonstrate how to record and report three different types of data regarding student behavior and performance.
3. Demonstrate multiple ways to gain and maintain the attention of individual students and small and large groups of students.
4. Know how to create opportunities for active student participation in instruction.



***Goal 1: Recognize and define terminology and acronyms that are commonly used in educational settings.***



### **1.1 Activity: Acronyms and Terminology**

Paraeducators define lists of acronyms.



#### **1.1.2 Steps**

- Introduce the **All Those Letters!!! What Do They All Mean?** handout and transparency (**H2/T2**).
- Review acronyms and terminology as is defined.
- Terminology and acronyms may vary from district to district and state to state. It may be beneficial for you to review local acronyms, recording them as you do so on the transparency.



***Note to Instructor:*** Terms listed are: IEP, EBD, LD, S/L, MR, ADD, ADHD, ITBS, FAPE, ESY, ESL, ELA, and ELL.



## *Goal 2: Demonstrate how to record and report three different types of data regarding student behavior and performance.*



### **2.1 Activity: Data Collection and Communication**

Participants will list multiple ways they currently communicate student progress to parents and teachers.



#### **2.1.1 Steps**

- Instruct participants to form small discussion groups, picking one person per group to take notes regarding their discussion.
- In groups, participants should discuss and list ways in which they currently communicate student progress with:
  - a. teachers and
  - b. parents.
- Ask groups to share their findings with the entire class.
- Use a flip chart to record their responses.



### **2.2 Lecture: Data Collection and Communication**

The previous activity was a means of stressing the difficulty but great importance of having a data collection mode that can be used to collect **clear and precise information** regarding student progress. If left up to just the memory of those working with students there would be no reasonable means of establishing accountability.

The reason we have jobs as paraeducators is to provide students with extra assistance for learning. In order to be accountable for that assistance and learning we need clear and precise data.

Data is the means by which we demonstrate how and when students meet the goals and objectives listed in their Individual Educational Programs (IEP's).

Discuss several examples of data collection forms. Use the **Data Collection and Communication** transparency (T3). The discussion should include:

**An objective may call for frequency or duration information.**

- The definition of frequency is how often something occurs.
- The definition of duration is the length of time for which something occurs.

**Some examples of frequency that might be part of student objectives are:**

- 4 out of 5 opportunities
- 1 time per week
- 80% of recorded opportunities

**Some examples of duration that might be part of student objectives are:**

- for 3 consecutive days
- for 4 training days
- 5 minutes out of every 15

**Paraeducators are collectors of data.** Data provides documentation and accounts for what a student has learned. Data provides a way to communicate and demonstrate how student objectives are met.

**Paraeducators commonly provide data in several ways.** They often are the person responsible for writing in back and forth communication books to parents. This is one type of data collection and is called “anecdotal data.” Anecdotal data typically is a way of recording daily events or activities. It is often not highly specific and is generally written in paragraph or sentence format. Sometimes this type of anecdotal data is the only record of an activity having been performed and as such is very important data. As a result, this type of data should be kept as accurately as possible and the person taking this type of data should attempt to keep personal comments and reflections to a minimum, reporting the student’s actions and activities, not the data taker’s personal interpretations. Introduce the **Back-and-Forth Book** handout and transparency (**H3/T4**) as an example.

- Explain that this is an example of the type of anecdotal data that can go home each day or as often as a teacher finds necessary for a student.
- Write some anecdotal information on the transparency that gives paraeducators examples of the type of anecdotal information that is important.

**Examples you might use:**

- **Language Arts:** “Jose independently wrote his name on the top of today’s worksheets with no reminders. He passed out papers to the students in his table group and picked up the finished papers for the

class and turned them in to the teacher. Jose dictated his responses to me for the questions on the worksheet after he and I read the story from the book the teacher was using. I wrote his responses on a card and he used the cards to type his responses on the computer keyboard. After he printed his answers he cut them out and glued them on the worksheet.”

- **Specials:** “We went to P.E. today. Jose used the restroom with one of his 2<sup>nd</sup> grade friends. This worked really well, they walked to the restroom together (I shadowed them) and came back right away. By next week I think that we will be able to send him by himself from PE because the restroom is so close.”
- **Lunch:** “Jose independently picked from the cafeteria choices today. His friend Kevin helped him with his tray. Balancing his tray with a milk carton is hard for him and sometimes it spills. I sat at another table and kept an eye on things. He took a long time to eat and did not go to recess. It was still faster than usual. He got all of his lunch eaten and did not take any back to class for snack later. I know you worry that he doesn’t eat enough but he really does a good job at lunch.”



**Note to Instructor:** When entering the example responses on the transparency discuss how these responses reflect the student’s IEP. For instance, Jose could have objectives regarding: independently writing his name, participating with peers, dictating responses to indicate understanding, using a keyboard for typing 1-to-1 responses from a sample, independently using the restroom, going to specials and participating, eating enough food for strength and endurance during the school day.

**Paraeducators are often asked to take frequency data.** They are asked to keep a record of how often some specific thing occurred during a student’s school day. Very often frequency data is used to record information for activities that occur in varieties of settings or at unpredictable times. The teacher or professional should provide the paraeducator with a data form that can be easily used to reflect the number of times something happened. A checkoff system can be used. The specified action is listed with a place to record frequency. This kind of data sheet often asks for anecdotal data that supplies information regarding antecedent events. Use the **Behavioral Data** transparency (**T5**) to provide an example of frequency data.

- Write the name of a specific behavior in the data sheet. Example: “Says ‘Hi’ to others”.
- Write an example of number of times student says “Hi” to others from 9 a.m. - 10 a.m. on a particular day.

- Write an example of anecdotal information that could be written in the comment portion of the data sheet. Example: “Johnny said ‘Hi’ four times to kids when walking in the hall to specials.

**A third example of data collection is one that includes taking a frequency or duration response for a specific criteria.** Define the term “criteria” for participants: “by what rule will judgment be made.” Review that the objectives listed on an IEP should all have a criteria for success. Data needs to be taken to reflect the criteria. Use the **Student Data Sheet** handout and transparency (**H4/T6**) to review taking this type of data.

- Write an example objective on the transparency. Example: “Chris will independently read sight words: I, can, read, see, a.”
- Write a criteria for success. Example: “Four out of five words daily for two consecutive weeks.”
- Using the transparency, show participants how to mark the “supporting data” portion of the transparency by using any of the following:
  - ↳ a check mark for each word,
  - ↳ a notation of how many words are correct, or
  - ↳ a notation of which words were missed, etc.





### ***Goal 3: Demonstrate multiple ways to gain and maintain the attention of an individual student and small and large groups of students.***



#### **3.1 Activity: Brainstorming**

Paraeducators will participate in brainstorming and listing possible ways to assemble small groups of students.



##### **3.1.1 Steps**

- Divide the class into groups of four and instruct them to discuss and list how they typically assemble small groups of students.
- Ask a member from each group to write a short descriptor of each of their responses on a flip chart while the group reports their responses to the class.
- Use another piece of chart paper. Dividing the paper in half, title one half “What Works Well” and the other half “What Causes Problems.”
- While the groups are reporting their descriptions to the class, the instructor should be asking them to reflect on their examples regarding whether the example usually works well or not. Record these responses on the divided chart paper.



#### **3.2 Activity: Role-Play**

Paraeducators participate in a role-playing activity using scenarios to demonstrate how to assemble groups of students.



##### **3.2.1 Steps**

- Keeping the same groups used in Activity 3.1, direct the participants to role-play one of the scenarios from the **Role-Play** transparency (T7). The instructor may need to define and suggest how to role-play.
- Provide the participants with the **Considerations Before Presenting Lessons** handout (H5) to read and consider while they are preparing their role-play. The handout contains the following list of information regarding assembling groups of students:
  - Planning for assembling groups needs to take place. Do any of the students have objectives related to working in groups?
  - What location have they been instructed to use?

- ↳ Is there a specific time that you are scheduled to have the group ready?
- ↳ What will the seating arrangement in the work area be? Should you consider this while the group is being assembled?
- ↳ Have you prepared the materials needed for the activity ahead of time so that the group arrives at the work location?
- ↳ Have you considered what types of materials you might need and where to locate those materials?
- ↳ Do the students need to bring materials with them?
- ↳ What rules or norms will you use when you begin working with your group?

■ **Scenarios:**

**A.** Ms. Garcia has asked you to go into Mr. Greens' biology class and help Kevin, Marcel, and Jennifer. You know the students well but you have never been in Mr. Green's class before today. The students seem to be engaged in what is going on in the classroom. You are not sure if you are supposed to stand, sit, wait to be told what to do, or sit at the back table and watch. What will you do?

**B.** Mr. Martinez would like you to pull Max, Dong, Jeff and Tina from their separate classes to work on reading skills in the resource room. He has provided you with a lesson plan and the materials are ready. You know where the students classrooms are located but are not sure what to do. You know that Max likes to run in the hall if not monitored by an adult and Jeff and Tina fight if not under direct adult supervision. What do you have to do to get the students to your instructional location in an orderly, quiet way?



**Note to Instructor:** Scenario discussion ideas are as follow: What dilemma is the paraeducator in? In Scenario A, the students are engaged. How should the paraeducator resolve their own role with the instructor? In scenario B, the paraeducator could very easily lose control of the students while they are going to or coming from four separate classrooms.



### 3.3 Discussion: Presenting Lessons to Students

Redirect participants to the **Considerations Before Presenting Lessons** handout (H5). Review the list with the participants, briefly discussing each point.



### 3.4 Activity: Reflection: What Have You Learned?

Participants will be given the opportunity to reflect on specific questions regarding their personal experiences with gaining and maintaining the attention of groups of students.



#### 3.4.1 Steps

- Present the following questions to the group:
  - Have you ever tried an activity or teaching method that you were sure would work with a group of students only to have it fail?
  - Considering the information we have just covered in our activities and lists, can you pinpoint what went wrong?
  - Have you learned anything new that you will use in the future or try to do differently?
- As you present the class with these questions allow time for them to respond to the questions, discussing their experiences in presenting lessons to students. Especially encourage them to respond to the questions regarding the pinpointing of what went wrong and what they may have learned and intend to do differently.



### 3.5 Lecture: Know How to Get and Maintain the Attention of Small Groups

Using the **Establishing Expectations for Student Groups** handout (H6), guide participants through a lecture regarding suggestions for establishing expectations when working with groups of students.

As you review the following listed materials instruct paraeducators to record the provided information on their handouts:

**Group Decisions:** Students should participate in making some decisions and developing some group norms.

- **The paraeducator should:** allow the students to choose between acceptable options.
- **The paraeducator should:** make sure that group norms are fair.

**Seating:** Students should use assigned seating at first.

- **The paraeducator should:** decide the seating arrangements.
- **The paraeducator should:** carefully decide which students sit closest to him/her (proximity is sometimes very important).

**Time Frames:** Students attend group for a specified amount of time.

- **The paraeducator should:** let the students know how long they will be in group.
- **The paraeducator should:** be responsible for keeping track of time.

**Speaking:** Students communicate during the group.

- **The paraeducator should:**
  - a. Model for the students by speaking in a positive, polite, respectful and patient fashion.
  - b. Decide who gets to speak, when and for how long (take turns, raise hands).
  - c. Ignore those speaking out and reward polite behavior.
  - d. Be aware that teaching group participation skills is part of the lesson and therefore removal of a student from the group is a last resort.
  - e. Ensure that all students participate at a level comfortable for them.
  - f. Ensure that all students have a fair opportunity to participate.

**Attention Span:** Students have differing abilities to attend

- **The paraeducator should:** be sensitive to the varied attention spans of students.
- **The Paraeducator should:** be aware that proactive management depends upon the age of group. Remember you may need to take breaks or change activities and then return to the original task, and possibly may need to give verbal reminders.

Review the following suggestions using the **Maintaining Student Attention** handout (H7). These suggestions are pertinent for use while actually teaching a lesson to groups of children. The participants may want and should be invited to contribute their ideas to the discussion of these listed ways of maintaining the attention of small groups of students.

**Maintaining Student Attention:**

- Discuss the objective of the lesson.
- Relate the lesson to previous learning, mentally preparing the students for the new lesson.
- Know your information well.
- Give short, simple instructions with visual cues, hand-over-hand assistance, modeling, and rephrasing as often as necessary.
- Check for understanding by observation or ask the student to explain the process and how he/she is completing it.

- Use frequent verbal, tangible or self-evaluative reinforcement that stays on task.
- Give adequate, guided practice in the new skill.
- Provide feedback and additional instruction if needed.
- Be flexible.
- Allow for individual pacing.
- Review what the student did and his/her input.



### 3.6 Discussion: Large Group Instruction

Ask the participants to discuss ways in which they assemble 5 to 30 students for instructional purposes. Record their responses on chart paper. Ask the participants to suggest ways to get the attention of large groups of students. Example: “One, two, three, eyes on me.” Be sure to include ways that are appropriate for older students. Record their responses on chart paper.



### 3.7 Activity: Forming Large Groups

Paraeducators will use listed scenarios to practice ways to assemble larger groups of students.



#### 3.7.1 Steps

- List each of the scenarios below on an index card.
- Distribute the cards to seven participants.
- Instruct the class that each person who has a card is the “adult in charge” while each scenario is enacted.
- Instruct the class that they will play the part of being a large student group and will follow the instructions of the “adult in charge.”

#### Scenarios: Ways to Divide Students Into Groups

1. Divide students using the following: (a) Number off; all ones make a group, all twos, all threes, all fours, etc. (b) use even numbers and odd numbers, (c) groups divisible by three, four.
2. Divide students into groups by the colors they are wearing (all students wearing red form a group, green, yellow, etc.). If groups are too large, break them down further by article of clothing (socks, shirts, etc.).
3. Students draw slips of paper with group numbers written on them

- from a container. Then divide into groups.
4. Group students whose last names begin with the same letter of the alphabet. If there are too many in a group, use the second letters of the name.
  5. Just for fun, use tape to attach puzzle pieces to the bottoms of students' chairs while they are out of the room. Each set of puzzle pieces must be pieced together to identify a group. A puzzle should be designed to provide the number of pieces necessary for the desired group size (Instructor should provide puzzle pieces for this activity).
  6. Write "group-identifying" sentences or phrases on strips of paper and pin one to each students' back. Students must find their own group members by asking questions about the information on their own backs. They may look at other students' backs but not their own, and may not give out information by any means other than answering questions asked by a student trying to find a group (Instructor should provide paper, pins and markers for this activity).
  7. Randomly pass out wrapped hard candies (if groups of three are desired, use three green, three peppermint striped, three orange candies, etc.). Students match candies to form their groups and begin their interaction by eating the candies.



## ***Goal 4: Know how to create opportunities for active student participation in instruction.***



### **4.1 Discussion: Active Student Participation**

Using the **Points to Consider for Active Student Participation** handouts (**H8**), the instructor will lead a discussion regarding how to ensure that all students are actively involved in classroom work and activities. Ask the participants for additional ideas and record them on a flip chart.

- For some students, adult support, such as that of a paraeducator, may be necessary.
- It is important to recognize and be cautious in conveying the message that if the student needs help, the paraeducator will always provide the assistance.
- Additional support personnel are there to facilitate the membership, participation, and learning of all students in the class and school.
- The ultimate goal is to create natural supports and independence so the additional support person can be faded, at least intermittently.
- Empower the students to be active participants in all classroom and school activities. Involve each student in a way that is educationally beneficial for him or her.
- Do things “with” instead of “for” the individual. Be careful not to do the task for the student. Instead, modify the activity and assist the student to participate as independently as possible.
- Include students in conversations and never talk about a student in front of others. Treat the student with respect.
- Provide ways for classmates and teachers to interact with the student. Demonstrate ways to communicate. Set up situations that require interactions between peers.
- Acknowledge preferences and support choice making.
- Use the setting, materials, and activities to meet individual needs.
- Encourage cooperative and helpful interactions among peers and employ the principle of partial participation. **Partial Participation means:** Some students may have a handicapping condition that prohibits them from full participation. They should be allowed and encouraged to participate to the fullest extent possible. Sometimes this means that they need the assistance of another. Example: A student has a physical handicap and cannot write but verbally gives the



- answer to another student who then writes the answer.
- Provide experiences with real materials within the context of meaningful and functional activities.
- Identify and use facilitative and natural student positioning procedures.
- Provide opportunities for nonverbal students to use communication forms of visual gaze, smile, or individualized communication systems.

**These are additional activities that support the English Language Learner (and many other students!).**

- All of the above.
- Provide background knowledge of the topic and key vocabulary.
- Chants, songs, poems, and choral reading help students learn vocabulary and help with listening skills.
- Use visual aids and real objects to assist students with active listening.
- Play bingo games that use vocabulary.
- Provide meaningful opportunities throughout the day that require speaking to get a job done.
- Offer show-and-tell opportunities.
- Teach using hands-on methods.
- Investigate computer programs that offer read-aloud stories and vocabulary-rich games.
- Play a memory game that matches a picture with a word (and later with a sentence).
- Use puppets for role-play.
- Offer sharing opportunities that utilize cultural topics.
- Emphasize meaning during reading activities.
- Use mapping as a tool to develop topic and corresponding descriptors.
- Use Reading Recovery strategies for reading.
- Provide sentence starters for student response to reading.
- Use pattern predictable language books.
- Demonstrate reading strategies.
- Allow additional time for verbal responses.
- Offer opportunities for student to work in heterogeneous groupings.
- Allow student to use TPR (Total Physical Response) as their response mode, which provides a way for students to respond in ways other than being verbal (nodding, gestures, pointing, etc.).
- The student may use a gesture or nod to show comprehension.
- Offer either/or questions (Is this a dog or a cat?).



- Use patterned sentences and responses. (Is this a cat? Yes, this is a cat).
- Provide books on tape for student use.
- Provide picture dictionaries.
- Provide bilingual dictionaries.
- Modify content, emphasize key concepts and vocabulary.



## Module B Handouts

## **Module B: Managing Individual and Group Instruction**

1. Recognize and define terminology and acronyms that are commonly used in educational settings.
2. Demonstrate how to record and report three different types of data regarding student behavior and performance.
3. Demonstrate multiple ways to gain and maintain the attention of an individual student and small and large groups of students.
4. Know how to create opportunities for active student participation in instruction.

## **All Those Letters!!! What Do They All Mean?**

IEP: Individual Education Plan

EBD: Emotional Behavioral Disability

LD: Learning Disability

S/L: Speech/Language

MR: Mental Retardation

ADD: Attention Deficit Disorder

ADHD: Attention Deficit Hyperactivity Disorder

ITBS: Iowa Tests of Basic Skills

PEBC: Public Education and Business Coalition

FAPE: Free Appropriate Public Education

ESY: Extended School Year

ESL: English as a Second Language

ELA: English Language Acquisition

ELL: English Language Learners

## Back-and-Forth Book

Jose Ramirez

\_\_\_\_\_  
Date

Daily Class Schedule	Please record information reflecting student Individual Education Plan.
8:20 - 8:40 Entrance	
8:40 - 9:30 Language Arts	
9:30 - 10:20 Specials Art Music P.E. Media Computer Lab (9:45 - 10:00) Restroom	
10:20 - 10:40 Recess	
10:40 - 11:30 Math	
11:30 - 12:45 Lunch and Recess	
12:45 - 1:00 Read Aloud	
1:00 - 1:30 Journals and Handwriting	

## Student Data Sheet

**Student Name:**

**Current Date:**

**Date of Next AR:**

**GOAL:**

<b>Objective:</b>	<b>Criteria for Success:</b>	<b>Supporting Data</b>																
		M	T	W	R	F		M	T	W	R	F		M	T	W	R	F
		M	T	W	R	F		M	T	W	R	F		M	T	W	R	F

<b>Objective:</b>	<b>Criteria for Success:</b>	<b>Supporting Data</b>																
		M	T	W	R	F		M	T	W	R	F		M	T	W	R	F
		M	T	W	R	F		M	T	W	R	F		M	T	W	R	F

## Considerations Before Presenting Lessons

- Planning always needs to take place. Did you plan and rehearse your part in the presentation of the material?
- Do you know the individual student objectives that you will be addressing in this activity?
- Have you thought about the location you will be teaching in?
- Are you sure of the time you are scheduled to work with specific students?
- Have you worked out a seating plan for the students?
- Do you have all of the materials necessary?
- Have you decided what materials the students should provide?
- Have you determined what the norms or rules are for students participating in your group?

## Establishing Expectations for Student Groups

**Group Decisions:** Students should participate in making some decisions and developing some group norms.

- **The paraeducator should:**
- **The paraeducator should:**

**Seating:** Students should use assigned seating at first.

- **The paraeducator should:**
- **The paraeducator should:**

**Time Frames:** Students attend group for a specified amount of time.

- **The paraeducator should:**
- **The paraeducator should:**

**Speaking:** Students communicate during the group.

- **The paraeducator should:**
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.

**Attention Span:** Students have differing abilities to attend.

- **The paraeducator should:**
- **The paraeducator should:**
  - a.
  - b.



## **Maintaining Student Attention**

- Discuss the objective of the lesson.
- Relate the lesson to previous learning, mentally preparing the students for the new lesson.
- Know your information well.
- Give short, simple instructions with visual cues, modeling, hand-over-hand assistance, and rephrasing as often as necessary.
- Check for understanding by observation or ask the student to explain the process and how the student is completing it.
- Use frequent verbal, tangible or self-evaluative reinforcement that stays on task.
- Give adequate, guided practice in the new skill.
- Provide feedback and additional instruction if needed.
- Be flexible.
- Allow for individual pacing.
- Review what the student did and his/her input.

## Points to Consider for Active Student Participation

- For some students, adult support, such as that of a paraeducator, may be necessary.
- It is important to recognize and be cautious about conveying the message that if the student needs help, the paraeducator will always provide the assistance.
- Additional support personnel are there to facilitate the membership, participation, and learning of all students in the class and school.
- The ultimate goal is to create natural supports and independence so the additional support person can be faded, at least intermittently.
- Empower the students to be active participants in all classroom and school activities. Involve each student in a way that is educationally beneficial for him or her.
- Do things “with” instead of “for” the individual. Be careful not to do the task for the student. Instead, modify the activity and assist the student to participate as independently as possible.
- Include students in conversations and never talk about a student in front of others. Treat the student with respect.
- Provide ways for classmates and teachers to interact with the student. Demonstrate ways to communicate. Set up situations that require interactions between peers.
- Acknowledge preferences and support choice making.
- Use the setting, materials, and activities to meet individual needs.
- Encourage cooperative and helpful interactions among peers and employ the principle of partial participation. **Partial Participation means:** Some students may have a handicapping condition that prohibits them from full participation. They should be allowed and encouraged to participate to the fullest extent possible. Sometimes this means that they may need the assistance of another. Example: A student has a physical handicap and cannot write but verbally gives the answer to another student who then writes the answer.
- Provide experiences with real materials within the context of meaningful and functional activities.
- Identify and use facilitative and natural student positioning procedures.
- Provide opportunities for non-verbal students to use communication forms of visual gaze, smile, or use of individualized communication systems.

## **Points to Consider for Active Student Participation (continued)**

### **Additional Activities that Support the English Language Learner (and many other students!)**

- All of the previous.
- Provide background knowledge of the topic and key vocabulary.
- Chants, songs, poems, and choral reading help students learn vocabulary and help with listening skills.
- Use visual aids and real objects to assist students with active listening.
- Play bingo games that use vocabulary.
- Provide meaningful opportunities throughout the day that require speaking to get a job done.
- Offer show and tell opportunities.
- Teach using hands-on methods.
- Investigate what computer programs are available that offer read aloud stories and vocabulary rich games.
- Play a memory game that matches a picture with a word (and later with a sentence).
- Use puppets for role-play.
- Offer sharing opportunities that utilize cultural topics.
- Emphasize meaning during reading activities.
- Use mapping as a tool to develop topic and corresponding descriptors.
- Use Reading Recovery strategies for reading.
- Provide sentence starters for student response to reading.
- Use pattern predictable language books.
- Demonstrate reading strategies.
- Allow additional time for verbal responses.
- Offer opportunities for student to work in a heterogeneous group.
- Allow student to use TPR (Total Physical Response) as their response mode, which provides a way for students to respond other than being verbal (nodding, gestures, pointing, etc.).
- The student may use a gesture or nod to show comprehension.
- Offer either/or questions (Is this a dog or a cat?).
- Use patterned sentences and responses. (Is this a cat? Yes, this is a cat).
- Provide books on tape for student use.
- Provide picture dictionaries.
- Provide bilingual dictionaries.
- Modify content, emphasize key concepts and vocabulary.

## Module B Transparencies

## ***Module B: Managing Individual and Group Instruction***

InStrgB-T1



- ***Recognize and define terminology and acronyms that are commonly used in educational settings.***
- ***Demonstrate how to record and report three different types of data regarding student behavior and performance.***
- ***Demonstrate multiple ways to gain and maintain the attention of an individual student and small and large groups of students.***
- ***Know how to create opportunities for active student participation in instruction.***

# *All Those Letters!!! What Do They All Mean?*

InStrgB-T2



*IEP*

*EBD*

*LD*

*S/L*

*MR*

*ADD*

*ADHD*

*ITBS*

*PEBC*

*FAPE*

*ESY*

*ESL*

*ELA*

*ELL*

# *Data Collection and Communication*

InStrgB-T3



*Data provides documentation and accounting for what the student has learned. Data provides a way to demonstrate that student goals are being met.*

- *Frequency: How often something will occur.*
- *Duration: The length of time or for how long something will occur.*

# *Back-and-Forth Book*

InStrgB-T4



**Jose Ramirez**

\_\_\_\_\_  
Date

Daily Class Schedule	Please record information reflecting student Individual Education Plan.
8:20 - 8:40 Entrance	
8:40 - 9:30 Language Arts	
9:30 - 10:20 Specials Art Music P.E. Media Computer Lab (9:45 - 10:00) Restroom	
10:20 - 10:40 Recess	
10:40 - 11:30 Math	
11:30 - 12:45 Lunch and Recess	
12:45 - 1:00 Read Aloud	
1:00 - 1:30 Journals and Handwriting	



# *Behavioral Data*

InStrgB-T5



Name Behavior:	Record Number of Occurences:	Comments: (Initial and List Possible Antecedents)

# Student Data Sheet

InStrgB-T6



**Student Name:**

**Current Date:**

**Date of Next AR:**

**GOAL:**

<b>Objective:</b>	<b>Criteria for Success:</b>	<b>Supporting Data</b>																
		M	T	W	R	F		M	T	W	R	F		M	T	W	R	F
		M	T	W	R	F		M	T	W	R	F		M	T	W	R	F

<b>Objective:</b>	<b>Criteria for Success:</b>	<b>Supporting Data</b>																
		M	T	W	R	F		M	T	W	R	F		M	T	W	R	F
		M	T	W	R	F		M	T	W	R	F		M	T	W	R	F

## Role-Play

InStrgB-T7



- A. *Ms. Garcia has asked you to go into Mr. Green's biology class and help Kevin, Marcel, and Jennifer. You know the students well but you have never been in Mr. Green's class before today. The students seem to be engaged in what is going on in the classroom and you are not sure if you are supposed to stand, sit, wait to be told what to do, or sit at the back table and watch. What will you do?***
- B. *Mr. Martinez would like you to pull Max, Dong, Jeff, and Tina from their separate classes to work on reading skills in the resource room. He has provided you with a lesson plan and the materials are ready. You know where the student classrooms are located but are not sure what to do. You know that Max likes to run in the hall if not monitored by an adult, and that Jeff and Tina fight (if not under direct adult supervision). What do you have to do to get the students to your instructional location in an orderly, quiet way?***

## Module C: Math

## Instructional Strategies Academy

### Module C: Math



#### A. Module Goals

Using the **Module C: Math** handout and transparency (**H1/T1**), review the goals of the module.

1. Know the developmental sequence of basic concepts related to mathematical skills.
2. Demonstrate teaching and learning strategies for math computation skills (functional math, time, and money).
3. Demonstrate learning strategies that students use to achieve comprehension and application of math concepts.
4. Know the state and/or district math standards that apply to the relevant age or grade levels.



**Note to Instructor:** It is to the benefit of the participants to be familiar with their district and/or state standards for math. Make transparencies and handouts regarding these standards as needed for Goal 4.



## ***Goal 1: Know the developmental sequence of basic concepts related to mathematical skills.***



### **1.1 Lecture: Basic Concepts in Math**

The foundation of math in early childhood development that allows children to become mathematical thinkers clearly involves what is usually considered language development. Think of the important vocabulary related to mathematical concepts: more than, less than, one or two, the same as, alike, some other way, line them up, equals, today, soon, in an hour, tomorrow, yesterday, least, most, before, after, first, second, next, later, next month, color, shape, texture, etc. This vocabulary is commonly used with very young children and helps them develop the concepts upon which mathematical reasoning and thinking are based.



### **1.2 Activity: Early Math Concepts**

Paraeducators participate in an activity that analyzes early math concepts.



#### **1.2.1 Steps**

- Divide the class into groups of three to four. Have groups assign someone the task of taking notes and representing group responses to the class.
- Using the **Scenario 1** transparency (**T2**), direct the groups to imagine themselves in the following scenario:
  - ➔ “You are the caregiver of a small child. This child is 14 months old, can walk and is beginning to talk using a few single syllable words and sounds.”
- Instruct the groups to discuss and analyze all parts of this child’s day wherein a care-giving adult might use language and activities that are foundational to math development. Have them make a list of this language or of these activities.

#### **Examples:**

**Getting/Waking up:** “ You’re awake... Mommy’s going to lift you up and get you out of your bed...”

#### **Math Concepts:**

- “Up” as a direction related to where the child is.
- “Out” as opposed to being “in.”

**Cleaning up:** “It’s time to put your toys away, let’s pick up all of your cars and put them in their box.”

**Math Concepts:**

- “Put” a concept of moving one object to another place.
- “Away” something concrete will now be in another place.
- “All” as opposed to just one, complete with none left.
- “Cars” a category of objects that have the same attributes.
- “In” as opposed to out, objects are or become contained.



**Note to Instructor:** If participants do not list the following, make sure you include concepts like putting things into systems of organization (Example: Putting books on shelves, toys in rows, trains in order, engine, cars, etc.).

- As a large group, discuss small-group responses. Typically, participants will not have thought about how much conceptually based language is used with small children. Include that thought in the discussion.
  - Introduce the following scenario to the class using the **Scenario 2** transparency (**T3**).

“You are the caregiver of small child. This child is 14 months old, is beginning to talk, has mild cerebral palsy, does not walk, has fine motor difficulties that prohibit him/her from securely holding or manipulating objects and has visual problems, only seeing objects that are within two feet of him/herself.”
  - As a large group, discuss and reflect upon:
    - ↳ How this child might or might not learn the same fundamental concepts as the previous child.
    - ↳ What would the caregiver need to do to give this second child the same learning experiences of the first child?
  - List some possible ways that the caregiver could help this child have the same learning opportunities as the previous child.
- Some Suggestions:**
- ↳ Bring the activities to the child.
  - ↳ Help the child hold, manipulate, and verbally label all parts of the activity, as often as possible.
  - ↳ Describe and talk about the parts of the activity that the adult is performing that the child cannot, etc.



### 1.3 Discussion: Conceptual Development Related to Math Skills

- Present the **Age Development of Concepts** handout and transparency (H2/T4).
- Explain the chronological development of concepts.
- Read through and discuss, asking the participants to keep particular students they work with in mind.



### 1.4 Lecture: Age Development of Concepts

**\*\*All ages are approximate.**

**Conservation:** Understanding that attributes are constant, even though appearance may change. For example, the number “10” equals or represents 10 ones. Addition and subtraction involve conservation.

- Inability to Conserve: 0 - 4 years
- Understands Numbers: 5 - 7 years
- Understands Length: 7 years
- Understands Time and Area: 8 - 10 years
- Understands Weight: 10 - 12 years
- Understands Volume: 12 - 14 years
- **Terms:** the same as, alike, some other way, equals, etc.

**Time:** Understanding sequences and duration (the time between two events) found in measurement (math), science, and history.

- Develops awareness that events are ordered: 1 - 4 years
- Understands yesterday, today, tomorrow, this morning, afternoon: 4 - 6 years
- Understands events have happened or will happen: 6 - 8 years
- Understands seasons, days of the month: 6 - 8 years
- Understands time duration between two events: 8 years
- Understands time zones, geological time and BC/AD: 12 years
- **Terms:** now, later, soon, next, morning, afternoon, evening, long time, hour, day, minute, week, month, annually, year, first, second, before, during, after, etc.
  - ➔ Ask participants to reflect on opportunities to use the mathematical language that assists students in understanding the concept of time. Examples: Good morning, good afternoon,



did you sleep well last night, lunch is soon, in one hour, first we are going to do \_\_\_\_ then, next, tomorrow, next month, etc.

**Seriation:** Learning the relationship between objects and putting them in order. For example, transitivity, “If Jose is taller than John, and John is...”

- Begins to order objects, but only by trial and error: 4 - 5 years
- True seriation develops: 6 - 9 years
- Can solve transitivity problems involving seriation: 11 years
- Can seriate abstract problems (ranks historical figures in order of importance): 12+ years
  
- **Terms:** least, most, tall, taller, tallest, before, after, first, second, last, etc.
  - ➔ Once again, draw the attention of the participants to the opportunities to use mathematical language. Examples: You have the most, I have the least; Jess is the tallest girl in class; who wants to go first; you go first today, I’ll go last, etc.

**Classification:** A strategy for sorting or grouping. For example, formation of sets, story problems, outlining, classifying plants and animals, and reading (groups of letters to make words).

- Inability to classify: 0 - 4 years
- Can classify on basis of one perceptual attribute (color; Sorting blocks -these are red, these are blue): 4 - 6 years
- Can classify beyond simple perceptual levels (function; fish swim, birds fly), 6 - 9 years
- Can classify an object into a number of classes at once (The apple is round, red and a fruit): 7 - 8 years
  
- **Terms:** perceptual words like color, shape, size, texture; functional words like swim, fly, pounds, etc.

**Space:** The object of a thing in isolation. Projective space is the object in relation to another object. Geometric space is the relationship of objects in space.

- Understands topological space: 0 - 4 years
- Understands projective space: 5 - 7 years
- Understands geometric space: 5 - 7 years
- Understands own right and left hands: 5 - 8 years
- Understands other’s right and left perspective: 8 - 11 years

- **Terms:** at, on, off, top, inside, under, above, beside, across, along, between
  - ↳ Mathematical language a paraeducator can use includes: “put it beside, get it out of, put it in.” These language opportunities help develop the relationship of object-to-object.

**Causality:** The concept of causality requires the development of the five previous concepts. It is the understanding of why things happen.

- Things are because they are: 3 - 5 years
- Things happen because it wouldn't be right if they didn't: 3 - 5 years
- Things happen because someone makes it happen: 5 - 7 years
- Students can begin to think in abstract terms and make logical associations (clouds move due to wind): 8 - 10 years
- Makes inferences and generalizations based on observations: 10 - 11 years
- Can deduct based on logic without observation: 11+ years
- **Terms:** when, if/then, therefore, why
  - ↳ This is a critical developmental piece for children with visual impairment or physical disability. It is very difficult to see (manipulate) the relationship of object-to-object, therefore, some students are missing this part of the foundation of mathematical thinking.

**Critical Thinking:** This involves recognizing problems, formulating hypotheses, gathering facts, testing hypotheses, and drawing conclusions. Critical thinking also requires the development of the previous six concepts.



## ***Goal 2: Demonstrate teaching and learning strategies for math computation skills (functional math, time, and money).***



### **2.1 Lecture: Determining the Importance of Skills**

Math skills are needed for us to function as independent adults. Our focus should always be on helping our students develop skills that lead to independence. Ask the paraeducators to reflect on the math related skills a person might need to be independent as an adult. Generally, we all need to know:

- how to do basic computations,
- about money, and
- about time.

If a student only has rote memory skills and abstract thinking abilities do not exist, rote teaching has to occur. Rote use of math skills becomes an independent life skill for the person who does not have abstract thinking/reasoning skills.

#### **Examples:**

- John Smith does not have the ability to subtract in his head while shopping, but he can use a calculator to determine if he has enough money to make specific purchases. He does this by entering his total amount available and then subtracting as he selects items. As soon as he reaches a “minus” or negative amount on the calculator he knows that he cannot purchase the last selected item. A supporting paraeducator has helped him build a prioritized shopping list and to list his total amount available as several dollars less than the amount in his wallet to cover for possible sale tax.
- Sally Brown does not have the ability to know if she has received accurate change back from a clerk when she has made a purchase. However, she does have the concrete skill of giving the price total plus one dollar. For instance, her total at the cashier is \$16.47. She gives the cashier \$16 plus one more dollar.



### **2.2 Discussion: How Do We Know Where to Start?**

Use the **How Do We Know Where to Start?** transparency (T5) to review and discuss the

following:

- Many students have math related objectives in their Individual Educational Plans (IEPs). As we discussed earlier when we looked at data keeping forms, each objective has a criteria for success. This criteria lets us know the specific level of skill that is desired for each student to achieve. We must then determine what skills the student already has so that we can assess where teaching will begin. This is called determining a present level of performance.
- After a teacher has determined a current level of performance, teaching toward the objective begins. The following are some typical and suggested means for teaching math skills that are modified from a traditional curriculum.

Use the **Functional Math Skills** handout (**H3**) to review and discuss the following:

**Functional Computation Skills:** Use the **Touch Math** handout and transparency (**H4/T6**).

- Some students do not have the ability to memorize basic math facts and to perform basic math computations. For those students many teachers use a functional math system called “TouchMath,” developed by Janet K. Bullock.
- This strategy introduces Touchpoints, teaching the student to visualize and then touch any given number at its touchpoint. Students practice counting on sample numbers, memorizing the touchpoint, and always touching the number in exactly the same place and order when counting. Dots are counted once and dots surrounded by a circle or parenthesis are counted twice. When adding, students are typically taught to begin with the larger number first, then count forward. When subtracting, they begin with the larger number and then count backward. This strategy helps the concrete thinker accurately work computation problems.

**Money:** Most people believe that money usage skills are very important. For students who have concrete math skills, there are suggested means of teaching that have a higher likelihood of success than many traditional means.

- Using real coins in teaching money recognition, in making change and when simulating purchases that require making

change.

- Teaching about budgets, checking accounts and saving accounts.
- Teaching about withholding from a paycheck, thus the term “take home pay.”
- For older students, it is suggested giving the student pretend paychecks each week that have deductions, allowing practice with deposits, budgets, and bills.
- Basic bookkeeping skills can be taught as one plans for utilities, rents, food, etc.
  - ↳ Ask participants to brainstorm about how to help students develop money skills. Write their suggestions on a flip chart. Include in the discussion practical examples such as use of vending machines or review of the examples of John Smith and Sally Brown used at the beginning of this goal.

**Time:** Most teachers suggest working on the concepts of time every day with lessons that include:

- Identifying days of the week, months and year.
- Concretely reviewing and using opportunities to review concepts of yesterday, tomorrow, today, next week, soon, etc. These concepts are critical to understanding the passage of time using a clock or a calendar.
- Helping to develop the understanding that activities occur at particular times (lunch, recess, gym, class dismissal). The scheduling of events encourages the understanding of time and calendars.
- Using worksheets with a clock face wherein the student draws the hands to demonstrate requested times.
- Using a digital watch or clock for those students who do not have the ability to correctly tell time using a clock with a sweep hand.



### ***Goal 3: Demonstrate learning strategies that students use to achieve comprehension and application of math concepts.***



#### **3.1 Activity: What Can We Do to Help a Student Move Forward in Development?**

Paraeducators will participate in an activity that examines tips for the development of math skills.



##### **3.1.1 Steps**

- Introduce the **Tips for Math Skills Development** handout and transparency (**H5/T7**).
- Ask participants to review the handout as a group and generate at least five things to add to the list.
- Bring groups back together, and list their ideas on the transparency.



#### **3.2 Lecture: Tips for Math Skill Development**

Incorporating the list generated in Activity 3.1, review the transparency and handout, point by point, as listed below.

**Remember:** Learning math facts is very important, however, of little use without application. Remember to always teach problem-solving abilities and real-life applications.

- Use concrete objects and manipulatives to introduce concepts.
- Allow students to use manipulatives to solve problems.
- Teach math terms: more than, less than, fewer than, equals, addition, plus, take away, subtraction, minus, bigger, smaller, taller, tallest, etc.
- Use a 100 chart and/or a number line for student use in counting up and counting back.
- It is usually not appropriate to introduce a new skill until prerequisites are mastered.
- Always model and demonstrate new skills and concepts.
- Chant, rap, clap, or put facts to a rhythm.
- For the child who has auditory processing issues, cut down the amount of language and cues you use. Allow additional time before going on to the next step. Check to see if the child is ready for the next step.
- Talk as you model a new skill, then as a student demonstrates the skill, talk it through again.
- Review previously learned concepts daily.

- Use cooperative groups for problem solving.
- Teach students how to use a calculator, especially how to add, subtract, multiply, and divide.
- Allow students to use a calculator to check their own work after they have worked the calculations manually.
- Teach students how to skip count (2, 4, 6, 8, etc.).
- Use flash cards to reinforce facts, tying in applications. Example:  $4 \times 6 = 24$ , if four people each have \$6, how many dollars do they have altogether?
- Check with the building technology professional for computer games that reinforce skills and facts.
- Teach students to read time on the hour, half-hour, and quarter-hour. Teach the language one uses in telling time (in a few minutes, half past, etc.).
- Use actual money when teaching the concepts of money and provide real life experiences (buying lunch, etc.). Give lots of counting opportunities and experiences.
- Use a calendar to teach time concepts of days, weeks, months, and to keep track of important events. Do this daily!
- If your student is not following the typical sequence of development, you must teach rote skills that apply to life skills. Be sure to teach money (coin identification, counting), as one day this student needs to know how to manage a checkbook. This student needs to know how to plan to buy something. Teach this student time concepts, he/she will need to know how to tell time in order to get to work on time. Repetition is important, so is finding true, meaningful, real, genuine opportunities to understand/apply the concepts.



### 3.3 Assignment: Using Handy Tips for Math

Distribute the **Using Handy Tips for Math** assignment sheet (A1). Ask each participant to use five of the tips over the course of a week with a student. Have participants write a short report, responding to the following topics:

- Describe what you did (which activities).
- Describe how the students responded.
- Describe what you learned.



***Goal 4: Know the state and/or district math standards that apply to the relevant age or grade levels.***



#### **4.1 Lecture: Review of Standards**

It is to the benefit of the participants to be familiar with your district and/or state standards for math. Acquire a copy of your district and/or state standards, making transparencies and handouts to facilitate lecture.

Use copies of your district and/or state standards, K-12, to discuss the following:

- These are the standards expected of typical students in development of math skills and competencies.
- For students who have special needs, these standards establish benchmarks and/or guidelines for sequences of continued learning.



## Module C Handouts

## **Module C: Math**

1. Know development sequence of basic concepts related to mathematical skills.
2. Demonstrate teaching strategies and learning strategies for math computation skills (functional math, time, and money).
3. Demonstrate learning strategies that students use to achieve comprehension and application of math concepts.
4. Know the state and/or district math standards that apply to the relevant age or grade levels.

## Age Development of Concepts

All age ranges are approximate.

**Conservation:** Understanding that attributes are constant, even though appearance may change. For example, the number “10” equals or represents 10 ones. Addition and subtraction involve conservation.

- Inability to Conserve: 0 - 4 years
- Understands Numbers: 5 - 7 years
- Understands Length: 7 years
- Understands Time and Area: 8 - 10 years
- Understands Weight: 10 - 12 years
- Understands Volume: 12 - 14 years
- **Terms:** the same as, alike, some other way, equals, etc.

**Time:** Understanding sequences and duration (the time between two events) found in measurement (math), science, and history.

- Develops awareness that events are ordered: 1 - 4 years
- Understands yesterday, today, tomorrow, this morning, afternoon: 4 - 6 years
- Understands events have happened or will happen: 6 - 8 years
- Understands seasons, days of the month: 6 - 8 years
- Understands time duration between two events: 8 years
- Understands time zones, geological time and BC/AD: 12 years
- **Terms:** now, later, soon, next, morning, afternoon, evening, long time, hour, day, minute, week, month, annually, year, first, second, before, during, after, etc.

**Seriation:** Learning the relationship between objects and putting them in order. For example, transitivity, “If Jose is taller than John, and John is...”

- Begins to order objects, but only by trial and error: 4 - 5 years
- True seriation develops: 6 - 9 years
- Can solve transitivity problems involving seriation: 11 years
- Can seriate abstract problems (ranks historical figures in order of importance): 12+ years
- **Terms:** least, most, tall, taller, tallest, before, after, first, second, last, etc.

## Age Development of Concepts (Continued)

**Classification:** A strategy for sorting or grouping. For example, formation of sets, story problems, outlining, classifying plants and animals, and reading (groups of letters to make words).

- Inability to classify: 0 - 4 years
- Can classify on basis of one perceptual attribute (color: Sorting blocks -these are red, these are blue): 4 - 6 years
- Can classify beyond simple perceptual levels (function: fish swim, birds fly): 6 - 9 years
- Can classify an object into a number of classes at once (The apple is round, red and a fruit): 7 - 8 years
- **Terms:** perceptual words like color, shape, size, texture; functional words like swim, fly, pounds, etc.

**Space:** The object of a thing in isolation. Projective space is the object in relation to another object. Geometric space is the relationship of objects in space.

- Understands topological space: 0 - 4 years
- Understands projective space: 5 - 7 years
- Understands geometric space: 5 - 7 years
- Understands own right and left hands: 5 - 8 years
- Understands other's right and left perspective: 8 - 11 years
- **Terms:** at, on, off, top, inside, under, above, beside, across, along, between

**Causality:** The concept of causality requires the development of the five previous concepts. It is the understanding of why things happen.

- Things are because they are: 3 - 5 years
- Things happen because it wouldn't be right if they didn't: 3 - 5 years
- Things happen because someone makes it happen: 5 - 7 years
- Students can begin to think in abstract terms and make logical associations (clouds move due to wind): 8 - 10 years
- Makes inferences and generalizations based on observations: 10 - 11 years
- Can deduct based on logic without observation: 11+ years
- **Terms:** when, if/then, therefore, why

**Critical Thinking:** Recognizing problems, formulating hypotheses, gathering facts, testing hypotheses and drawing conclusions, requires the development of the six previous concepts.

## Functional Math Skills

### Basic Math Computation Skills

Some students do not have the ability to memorize basic math facts or to perform basic math computations. For those students many teachers use as a functional math system called “Touch Math,” developed by Janet K. Bullock.

This strategy introduces Touchpoints, teaching the student to visualize and then touch, any given number at its touchpoint. Students practice counting on sample numbers, memorizing the touchpoint, and always touching the number in exactly the same place and order when counting. Dots are counted once and dots surrounded by a circle or parenthesis are counted twice. When adding, students are typically taught to begin with the larger number first, then count forward. When subtracting, they begin with the larger number and then count backward. This strategy helps the concrete thinker accurately work computation problems.

### Money

Most people believe that money usage skills are very important. For those students who have concrete math skills there are suggested means of teaching that have a higher likelihood of success than many traditional means.

- Using real coins in teaching money recognition and for making change .
- Simulating purchases that require making change.
- Teaching about budgets, checking accounts, and saving accounts.
- Teaching about withholding from a paycheck, thus the term “take home pay.”
- For older students, try giving the student pretend paychecks each week that have deductions, allowing practice with deposits, budgets, and bills.
- Basic bookkeeping skills can be taught as one plans for utilities, rents, food, etc.

### Time

Most teachers suggest working on the concepts of time every day with lessons that include:

- Identifying the days of the week, the months, and the year.
- Concretely reviewing and using multiple opportunities to review concepts of yesterday, tomorrow, today, next week, soon, etc. These concepts are critical to understanding the concept of time using a clock or a calendar.
- Develop understanding that activities occur at particular times: lunch, recess, gym, class dismissal. Scheduling events encourages understanding of time and calendars.
- Use worksheets with a clock face wherein the student draws the hands to demonstrate requested times.
- Use a digital watch or clock for those students who do not have the ability to translate a clock with a sweep hand to hours and minutes.

# Touch Math

<sup>1</sup>  
1

<sup>1</sup>  
2<sub>2</sub>
<sup>1</sup>  
2  
3  
3

<sup>1</sup>  
2  
3  
4  
4

<sup>2</sup>  
3  
5  
1  
4

<sup>(1,2)</sup>  
(3,4)  
(5,6)  
6

<sup>7</sup>  
(1,2)  
(3,4)  
(5,6)  
7

<sup>(1,2)</sup>  
(3,4)  
(5,6)  
8

<sup>(1,2)</sup>  
(3,4)  
(5,6)  
7  
8,9  
9

$$\begin{array}{r}
 \begin{array}{c} 1 \\ 2 \end{array} \\
 + \begin{array}{c} 3 \\ 4 \\ 5 \end{array} \\
 \hline
 5
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{c} 1 \\ 2 \\ 3 \end{array} \\
 + \begin{array}{c} 4 \\ 5 \\ 6 \\ 7 \end{array} \\
 \hline
 7
 \end{array}$$

## Tips for Math Skill Development

**Remember:** Learning math facts is very important, however, of little use without application. Remember to always teach problem-solving abilities and real-life applications.

- Use concrete objects and manipulatives to introduce concepts.
- Allow students to use manipulatives to solve problems.
- Teach math terms: more than, less than, fewer than, equals, adding, addition, plus, take away, subtraction, minus, bigger, smaller, taller, tallest, etc.
- Use a 100 chart and/or a number line for student use in counting up and counting back.
- It is usually not appropriate to introduce new skill until prerequisites are mastered.
- Always model and demonstrate new skills and concepts.
- Chant, rap, clap, or put facts to a rhythm.
- For the child who has auditory processing issues, be sure to cut down the amount of language and cues you use. Allow additional wait time before going on with the next step. Check to see if the child is ready for the next step.
- Talk as you model a new skill, then as a student demonstrates the skill, talk it through again.
- Review previously learned concepts daily.
- Use cooperative groups for problem solving.
- Teach students how to use a calculator, especially how to add, subtract, multiply and divide.
- Allow students to use a calculator to check their own work after they have worked the calculations manually.
- Teach students how to skip count (2, 4, 6, 8, etc.).
- Use flash cards to reinforce facts. Tie in applications. Example:  $4 \times 6 = 24$ . So, if four people each have \$6, how many dollars do they have altogether?
- Check with the building technology professional for computer games that reinforce skills and facts.
- Teach your students to read time on the hour, half-hour, and quarter-hour. Teach the language one uses in telling time (in a few minutes, half past, etc.).
- Use actual money when teaching the concepts of money and provide real life experiences (buying lunch, etc.). Give lots of counting opportunities and experiences.
- Use a calendar to teach time concepts of days, weeks, months, and to keep track of important events. Do this daily!
- If your student is not following the typical sequence of development, you must teach rote skills that apply to life skills. Be sure to teach money (coin identification, counting), as one day this student needs to know how to manage a checkbook. This student needs to know how to plan to buy something. Teach this student time concepts, he/she will need to know how to tell time in order to get to work on time. Repetition is important, so is finding true, meaningful, real, genuine opportunities to understand/apply the concepts.



## Module C Assignments



## Using Handy Tips for Math

Instruction: Use any 5 of the tips listed in **Some Handy Tips for Math Skills Development** handout (H5). Record responses to the following questions:

1. Which 5 activities did you use?

- 
- 
- 
- 
- 

2. How did the student/s respond?

- 
- 
- 
- 
- 

3. What did you learn?

- 
- 
- 
-

## Module C Transparencies

## *Module C: Math*

InStrgC-T1



- *Know the developmental sequence of basic concepts related to mathematical skills.*
- *Demonstrate teaching strategies and learning strategies for math computation skills (functional math, time, and money).*
- *Demonstrate learning strategies that students use to achieve comprehension and application of math concepts.*
- *Know the state and/or district math standards that apply to the relevant age or grade levels.*

## *Scenario 1*

InStrgC-T2



*“You are the caregiver of a small child. This child is 14 months old, can walk, and is beginning to talk using a few single syllable words and sounds.”*

## Scenario 2

InStrgC-T3



*“You are the caregiver of a small child. This child is 14 months old, is beginning to talk, has mild cerebral palsy, does not walk, has fine motor difficulties that prohibit him/her from securely holding or manipulating objects and has visual problems, only seeing objects that are within two feet of him/herself.”*

# *Age Development of Concepts*

InStrgC-T4



- *Conservation*
- *Time*
- *Seriation*
- *Classification*
- *Space*
- *Causality*
- *Critical Thinking*

# *How Do We Know Where to Start?*

InStrgC-T5



*Individual Education Plan*



*Specific Objective*



*Present Performance Level*



*Criteria for Success*

# Touch Math

InStrgC-T6



1 2 3 4 5

6 7 8 9

$$\begin{array}{r} 1 \\ 2 \\ + \begin{array}{r} 2 \\ 3 \\ 4 \end{array} 3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 1 \\ 2 \\ 3 \\ + \begin{array}{r} 4 \\ 5 \\ 6 \\ 7 \end{array} 4 \\ \hline 7 \end{array}$$



# *Tips for Math Skill Development*

InStrgC-T7



## *Class Generated List:*

■

■

■

■

■

■

■

■

■

■

■

## Module D: Reading

## Instructional Strategies Academy

### Module D: Reading



#### A. Module Goals

Using the **Module D: Reading** handout and transparency (**H1/T1**), review the goals of the module.

1. Demonstrate techniques that guide students in the selection of appropriate reading materials (age, skill, interest considerations).
2. Demonstrate skill in reading orally to and for students.
3. Demonstrate a variety of techniques for reading orally with students (choral reading, repeated reading, guided reading).
4. Demonstrate techniques that facilitate independent reading comprehension (SQ3R, multi-pass, reciprocal teaching, QAR, multi-sensory, phonics).
5. Know the state and/or district reading standards that apply to the relevant age or grade levels.



**Note to Instructor:** This module requires several reading and textbooks to be on hand for the activities. Read through the entire module to determine what books you will need to provide for your students. It is to the benefit of the participants to be familiar with your district and/or state standards for reading. Make transparencies and handouts as needed for use for Goal 5.



**Goal 1: Demonstrate techniques that guide students in the selection of appropriate reading materials (age, skill, interest considerations).**



### 1.1 Activity: Selection of Reading Material

Paraeducators will participate in an activity regarding the selection of reading materials.



#### 1.1.1 Steps

- Direct participants to form groups of four to five.
- Ask participants to discuss and make a list of how they currently select reading materials for the students they work with.
- Have participants return to the large-group setting and share their lists.
- Record their responses on chart paper and review them.
- Keep responses to refer to during lecture and presentation.



### 1.2 Discussion: Selecting Reading Materials

Using the **Questions to Ask When Choosing Children's Literature** handout and transparency (H2/T2), lead a discussion regarding techniques for selecting reading materials, incorporating the responses to the previous activity into the discussion.



**Note to Instructor:** The transparency and handout are only an outline. You are provided with complete information to guide the discussion. Instruct participants to take notes on their handouts.

#### Before Reading

- What kind of book is this?
- What does the reader anticipate from the:
  - ↳ Title?
  - ↳ Dust jacket illustrations?
  - ↳ Size of print?
  - ↳ Opening page?
  - ↳ Chapter headings?
- For what age range is this book appropriate?

**Plot**

- Does the book tell a good story?
- Will the children enjoy it?
- Is there action?
- Does the story move?
- Is the plot original and fresh?
- Is it plausible and credible?
- Is there preparation for the events?
- Is there a logical series of happenings?
- Is there a basis of cause and effect in the happenings?
- Is there an identifiable climax?
- How do events build to a climax?
- Is the plot well constructed?

**Setting**

- Where does the story take place?
- How does the author indicate the time?
- How does the setting affect the action, characters, or themes?
- Does the story transcend the setting and have universal implications?

**Theme**

- Does the story have a theme?
- Is the theme worth imparting to children?
- Does the theme emerge naturally, or is it stated too obviously?
- Does the theme overpower the story?
- Does it avoid moralizing?

**Characterization**

- How does the author reveal characters?
  - ↳ Through narration?
  - ↳ In conversation?
  - ↳ By thoughts of others?
  - ↳ By thoughts of the characters?
  - ↳ Through action?
- Are the characters convincing and credible?
- Do we see their strengths and their weaknesses?
- Does the author avoid stereotyping?
- Is the behavior of the characters consistent with their ages and background?

- Is there any character development or growth?
- Has the author shown the causes of character behavior or development?

### Style

- Is the style of writing appropriate to the subject?
- Is the style straightforward or figurative?
- Is the dialogue natural and suited to the characters?
- Does the author balance narration and dialogue?
- How did the author create a mood?
- Is the overall impression one of mystery, gloom, evil, joy, security?
- What symbols has the author used to intensify meaning?
- Is the point of view from which the story is told appropriate to the purpose of the book?

### Format

- Do the illustrations enhance or extend the story?
- Are the illustrations consistent with the story?
- How is the format of the book related to the text?
- What is the quality of the paper?
- How sturdy is the binding?

### Other Considerations

- How does the book compare with other books on the subject?
- How does the book compare with other books written by the same author?
- How have other reviewers evaluated this book?



## 1.3 Discussion: Age-Appropriate Materials

Using the **Appropriate Literature Suggestions** handout and transparency (H3/T3), discuss with the participants the types of books that are appropriate for the following: Early Childhood: 2 - 6 years; Primary: 5 - 9 years; and Intermediate: 8 - 12 years.

### Early Childhood: 2 - 6 years

- Pop-up or moveable books.
- Scratch-and-sniff books.
- Board or cloth books.

- Books with single objects with the object's name on each page.
- Books with short poems that rhyme.
- Finger plays.
- Mother Goose rhymes and songs.
- Books that employ sounds and bright, vivid colors.
- Books on simple concepts (opposites, shapes, similarities and differences).
- Alphabet and counting books.
- Pattern books.
- Poetry books that stress rhythm and rhyme (including nonsense rhymes).
- Books with an obvious sequence.
- Books with photographs.
- Books about common childhood experiences.
- Books that are predictable.

**Primary: 5 - 9 years**

- Books from the preceding category.
- Believable and obvious fantasy books.
- Books with different but easy to identify points of view, varying plots, increasingly complex detail in narrative and or illustrations, and realistic settings and events which include those that provide a sense of security, emphasize the self, and describe problems with which the children can identify.
- Books with "read-your-own vocabulary."
- Books with varying types of art.
- Nonfiction books.
- Informational books with chapters or several stories.

**Intermediate: 8-12 years**

- Books from the preceding categories.
- Books that look like adult books (paperbacks with smaller print and greater length); action-filled and sports books.
- Intrigue and mystery books.
- Books on personal or social concerns.
- Books with increasingly complex plots, language, or character development.
- Books of nonsense, jokes, riddles, and subtle humor.
- Books of all types of poetry.
- Fewer picture books.

- More fantasy, contemporary realism, historical fiction, and nonfiction books that allow vicarious learning about the world.

An important point to remember is that many students who have difficulty reading still have the traits and interests of their particular age group. Example: An 11-year-old boy may only have a second-grade reading level but he would still be interested in books that look like adult books. Always try to find high interest books with an appropriate vocabulary level for your students!



#### **1.4 Activity: Assigning Literature to Appropriate Age and Skill Levels**

Paraeducators participate in an activity regarding assigning literature to appropriate age and skill levels.



##### **1.4.1 Steps**

- Instructor supplies class with books.
- Give each group of participants a book. Vary the levels and subjects.
- Ask participants to decide which age group(s) the book would be appropriate for and tell a little bit about one of the following areas: plot, setting, theme, characterization, style, or format.
- Have participants return to the large-group setting to report and discuss their findings.





## ***Goal 2: Demonstrate skill in reading orally to and for students.***



### **2.1 Discussion: Why We Read Orally to Students**

Begin discussion by asking the class, “Why do you think we would need to read aloud to students?” Call upon individual participants to respond. Then, review the points as listed below and on the **Why We Read Orally to Students** transparency (T4).

- To help students learn to enjoy children’s literature.
- To help students develop listening comprehension skills that can also be applied to their own reading with only minor modifications.
- To create interest in a particular type of literature so the students will want to read independently.
- For student learning purposes.



### **2.2 Discussion: Oral Reading Skills**

Begin discussion by posing the question, “What are some skills we should use when reading orally to students?” Be sure to cover the following:

- Tone of voice;
- Proper pauses in the story;
- Sitting in close proximity, so that the student can see pictures (if a picture book);
- Enthusiasm; and
- Speed of reading (not too fast or too slow).



### **2.3 Activity: Picking a Book**

Paraeducators participate in an activity practicing skills in reading aloud to another person.



#### **2.3.1 Steps**

- Instruct participants to pair-up and pick a book to read to each other.
- As the participants read to each other, circulate among them looking for and discussing the skills that were previously reviewed.



### ***Goal 3: Demonstrate a variety of techniques for reading orally with students (choral reading, repeated readings, guided reading).***



**Note to Instructor:** The following discussion will be centered around three reading strategies: Repeated Readings, Choral Reading, and Guided Reading. Paraeducators may have practiced these strategies with students and simply not have known the names of the strategies.



### **3.1 Discussion: What Does That Mean?**

Have the participants first discuss in small groups what they think the following techniques involve: Choral Readings, Repeated Readings, and Guided Reading. Then, using the **Reading Orally with Students** transparency (**T5**) and the corresponding handouts (**H4/H5/H6**), facilitate a discussion, making sure to incorporate their small-group discussions.

#### **Repeated Reading**

1. The teacher reads the passage with an expressive voice as the students follow along, pointing to each word as it is read.
2. The teacher then reads the first sentence aloud. Students read the sentence in unison. This continues through the entire passage.
3. The students may then choral read the passage, read it again silently, practice peer-reading (a pair of students practice reading to each other), or use language masters or tape recorders at a learning center where students can listen and record themselves.
4. Read the same passage with a comprehension task in mind.

#### **Choral Reading**

1. The teacher selects a passage for students to read.
2. The teacher and the students read the entire passage together (teacher does not model passage as in the repeated reading method). The teacher may also choose to not read with the students.

#### **Guided Reading**

1. The teacher passes the text out to the students.
2. The students and the teacher do a “book walk.” (This simply means to examine the cover and the entire book, page by page, examining the pictures, text, etc.).

3. The teacher and the students predict what they think the story is going to be about.
4. The teacher reads the story aloud with the students following along using their fingers as a pointer, pointing at each word as the teacher reads.
5. The teacher and the students discuss the story, how accurate were their predictions, and vocabulary (as needed).
6. The teacher may direct a choral reading at this time.
7. The students practice reading the story independently.



### 3.2 Activity: Practice of Techniques

Paraeducators participate in an activity practicing the techniques of repeated reading, choral reading, and guided reading.



#### 3.2.1 Steps

- Direct the paraeducators into three groups.
- Assign a technique to each group to learn and practice. Provide the books for the groups to choose from.
- Allow each group adequate time to learn and practice the technique.
- Bring the class back together.
- Ask each group to demonstrate use of the strategy.



**Note to Instructor:** If time allows, direct each group to practice each of the reviewed techniques remembering: ***That which we teach is that which we learn.***



**Goal 4: Demonstrate techniques that facilitate independent reading comprehension (SQ3R, multi-pass, reciprocal teaching, QAR, multi-sensory, phonics).**



#### **4.1 Lecture: Review of Techniques to Teach Independent Reading**

Using the appropriate handouts and transparencies (**H7/H8/H9/H10/H11/H12/T6/T7/T8/T9/T10/T11**), review techniques for teaching independent reading.

##### **SQ3R (H7/T6)**

This is a strategy for students to use to help with their comprehension of assigned reading material.

##### **Steps for Students:**

1. **S** = Survey chapter quickly
2. **Q** = convert subtitles to Questions
3. **R** = Read to locate the answer to one of the questions
4. **R** = Recite and make notes of the answer
5. **R** = Review the material

##### **Multi-Pass (H8/T7)**

This is a version of SQ3R which requires three “passes” through the material. Steps for students:

1. **Survey:** Read, in sequence, the chapter title, introductory paragraph, table of contents, major chapter titles, caption of illustrations, and the summary paragraph. All information gained is paraphrased.
2. **Size-Up:** Search for textual cues such as boldfaced print, a subtitle, colored print, and italics. All information gained is paraphrased.
3. **Sort-Out:** Read and answer the questions at the end of a chapter. Questions which can be answered are check off. For unanswered questions, the student thinks where the answer might be found, skims the section for the answer, and repeats this process until the answer is found.

##### **Reciprocal Teaching (H9/T8)**

This is a strategy which includes a dialogue between the teacher and students

regarding the text they are reading. The teacher and students take turns leading the discussion. The dialogue is structured by four strategies.

1. **Clarify:** To make clear something that we don't understand.
2. **Question:** To ask for discussion of text that would increase understanding.
3. **Summarize:** To retell the text, focusing on the important information.
4. **Predict:** To guess what might be next, based on what has already been read.

What the Teacher Does	What the Student Does
1. Reads a "chunk."	1. Reads a "chunk."
2. Asks probing questions.	2. Answers probing questions.
3. Summarizes student answers.	3. Clarifies meanings of answers.
4. Restates the students clarification.	4. Further clarifies answers.
5. Asks student to predict what the author will discuss.	5. Predicts what the author will discuss.
6. Switch roles with student.	6. Switch roles with teacher.

### Question-Answer Relationships (H10/T9)

There are three types of questions that are generally used for comprehension:

1. **Text-Explicit:** Questions for which answers are specifically listed in the text.
2. **Text-Implicit:** Questions for which answers must be drawn out of extensive text material (spread out over more text).
3. **Script-Implicit:** Questions for which no specific references are made in the text (must infer information).

### Multi-Sensory (H11/T10)

This method is based on the premise that students learn best when using several modalities: kinesthetic (movement); tactile (touch); visual (sight); and auditory (hearing). This method can incorporate any or all of the following:

1. Student traces words/letters with a finger on paper, in sand, on sandpaper, or with water (kinesthetic and tactile).
2. Using a mirror, students look at their mouths and determine where their

- tongue is, what shape their mouth is, when they make certain sounds.
3. Students make different sounds and recognize when they “turn on their voice” or just use their breath. Example: When making the “s” sound, their voice is off, when making the “z” sound, their voice is on.

### **Phonics (H12/T11)**

The phonics, or decoding, approach teaches word recognition through learning grapheme-phoneme (letter-sound) associations. After learning the sounds of consonants, vowels and blends, the student learns to sound out words by combining and blending the sounds. Some guidelines for teaching phonics are:

- Begin with lower case, introduce the easiest and most frequently occurring letter sounds (/m/, /s/, /t/, /a/).
- Introduce new letter-sound associations at a reasonable pace.
- Introduce vowels early, but teach consonants first.
- Emphasize the common sounds of letters first (/d/ in dig, /t/ in top, short vowels).
- Teach sound blending once the student has mastered four or five sounds.
- Introduce consonant blends (spot, fist, stick).
- Introduce consonant digraphs, where adjacent consonants join to form one sound (ship, fish).
- Introduce regular words prior to irregular words (those most consistent with phonics rules).
- Read stories that reinforce phonics patterns (Dr. Suess).



#### **4.2 Activity: Practicing Techniques**

Paraeducators will participate in an activity practicing techniques reviewed in lecture.



##### **4.2.1 Steps**

- Direct each group to practice an assigned technique.
- Assign a different chapter of the texts they have already been using for previous activities.
- Have participants report back to the large group the successes and challenges with the different techniques.



***Goal 5: Know the state and/or district reading standards that apply to the relevant age or grade levels.***



### **5.1 Lecture: District and/or State Standards for Reading**

It is to the benefit of the participants to be familiar with your district and/or state standards for reading. Acquire a copy of your district and/or state standards, making transparencies and handouts to facilitate the lecture.

Use copies of your district and/or state standards, K-12, to discuss the following:

- These are the standards expected of typical students in development of reading or literacy competencies.
- For students who have special needs, these standards establish benchmarks and/or guidelines for sequences of continued learning.



## Module D Handouts



## **Module D: Reading**

1. Demonstrate techniques that guide students in the selection of appropriate reading materials (age, skill, interest considerations).
2. Demonstrate skill in reading orally to and for students.
3. Demonstrate a variety of techniques for reading orally with students (choral reading, repeated reading, guided reading).
4. Demonstrate techniques that facilitate independent reading comprehension (SQ3R, multi-pass, reciprocal teaching, QAR, multi-sensory, phonics).
5. Know the state and/or district reading standards that apply to the relevant age or grade levels.

## Questions to Ask When Choosing Children's Literature

### Before Reading

- 
- 
- 

### Plot

- 
- 
- 
- 
- 
- 
- 

### Setting

- 
- 
- 
- 

### Theme

- 
- 
- 
-

## Questions to Ask When Choosing Children's Literature (continued)

### Characterization

- 
- 
- 
- 
- 
- 

### Style

- 
- 
- 
- 
- 
- 

### Format

- 
- 
- 
- 
- 

### Other Considerations

- 
- 
-

## Appropriate Literature Selections

### Early Childhood: 2 - 6 years

- Pop-up or moveable books.
- Scratch-and-sniff books.
- Board or cloth books.
- Books with single objects with the object's name on each page.
- Books with short poems that rhyme.
- Finger plays.
- Mother Goose rhymes and songs.
- Books that employ sounds and bright, vivid colors.
- Books on simple concepts (opposites, shapes, similarities and differences).
- Alphabet and counting books.
- Pattern books.
- Poetry books that stress rhythm and rhyme (including nonsense rhymes).
- Books with an obvious sequence.
- Books with photographs.
- Books about common childhood experiences.
- Books that are predictable.

### Primary: 5 - 9 years

- Books from the preceding category.
- Believable and obvious fantasy books.
- Books with different but easy to identify points of view, varying plots, increasingly complex detail in narrative and or illustrations, and realistic settings and events which include those that provide a sense of security, emphasize the self, and describe problems with which the children can identify.
- Books with "read-your-own vocabulary."
- Books with varying types of art.
- Nonfiction books.
- Informational books with chapters or several stories.

## Appropriate Literature Selections (continued)

### Intermediate: 8 - 12 years

- Books from the preceding categories.
- Books that look like adult books (paperbacks with smaller print and greater length); action-filled and sports books.
- Intrigue and mystery books.
- Books on personal or social concerns.
- Books with increasingly complex plots, language, or character development.
- Books of nonsense, jokes, riddles, and subtle humor.
- Books of all types of poetry.
- Fewer picture books.
- More fantasy, contemporary realism, historical fiction, and nonfiction books that allow vicarious learning about the world.

## Repeated Reading

1. The teacher reads the passage with an expressive voice as the students follow along, pointing to each word as it is read.
2. The teacher then reads the first sentence aloud. Students read the sentence in unison. This continues through the entire passage.
3. The students may then choral read the passage, read it again silently, practice peer reading (a pair of students practice reading to each other), or use language masters or tape recorders at a learning center where students can listen then record themselves.
4. Read the same passage with a comprehension task in mind.

## Choral Reading

1. The teacher selects a passage for students to read.
2. The teacher and the students read the entire passage together (teacher does not model passage as in the repeated reading method).
3. The teacher may also choose to not read with the students.

## Guided Reading

1. The teacher passes the text out to the students.
2. The students and the teacher do a “book walk” (This simply means to examine the cover and the entire book, page by page, examining the pictures, text, etc.).
3. The teacher and the students make predictions about what they think the story is going to be about.
4. The teacher reads the story aloud with the students following along using their fingers as a pointer, pointing at each word as the teacher reads.
5. The teacher and the students discuss the story, how accurate were their predictions, and vocabulary (as needed).
6. The teacher may direct a choral reading at this time.
7. The students practice reading the story independently.



## SQ3R

This is a strategy for students to use to help with their comprehension of assigned reading material.

### Steps for Students:

1. **S** = Survey chapter quickly.
2. **Q** = convert the subtitles to Questions.
3. **R** = Read to locate the answer to one of the questions.
4. **R** = Recite and make notes of the answer.
5. **R** = Review the material.

## Multi-Pass

This is a version of SQ3R which requires three passes through the material.

### Steps for students:

1. **Survey:** Read, in sequence, the chapter title, introductory paragraph, table of contents, major chapter titles, caption of illustrations, and the summary paragraph. All information gained is paraphrased.
2. **Size-Up:** Search for textual cues such as boldfaced print, a subtitle, colored print, and italics. All information gained is paraphrased.
3. **Sort-Out:** Read and answer the questions at the end of a chapter. Questions which can be answered are checked off. For unanswered questions, the student determines where the answer might be found, skims the section for the answer, repeating this process until the answer is found.

## Reciprocal Teaching

This is a strategy which includes a dialogue between the teacher and students regarding the text they are reading. The teacher and students take turns leading the discussion. The dialogue is structured by four strategies.

1. **Clarify:** To make clear something that we don't understand.
2. **Question:** To ask for discussion of text that would increase understanding.
3. **Summarize:** To retell the text, focusing on the important information.
4. **Predict:** To guess what might be next, based on what has already been read.

### What the Teacher Does

1. Reads a "chunk."
2. Asks probing questions.
3. Summarizes student answers.
4. Restates the students clarification.
5. Asks student to predict what the author will discuss.
6. Switch roles with student.

### What the Student Does

1. Reads a "chunk."
2. Answers probing questions.
3. Clarifies meanings of answers.
4. Further clarifies answers.
5. Predicts what the author will discuss.
6. Switch roles with teacher.

## Question-Answer Relationships (QARs)

There are three types of questions that are generally used for comprehension:

1. **Text-Explicit:** Questions for which answers are specifically listed in the text.
2. **Text-Implicit:** Questions for which answers must be drawn out of extensive text material (spread out over more text).
3. **Script-Implicit:** Questions for which no specific references are made in the text (must infer information).

## Multi-Sensory

This method is based on the premise that students learn best when using several modalities: kinesthetic (movement); tactile (touch); visual (sight); and auditory (hearing). This method can incorporate any or all of the following:

1. Student traces words/letters with a finger on paper, in sand, on sandpaper, or with water (kinesthetic and tactile).
2. Using a mirror, students look at their mouths and determine where their tongue is, what shape their mouth is when they make certain sounds.
3. Students make different sounds and recognize when they “turn on their voice” or just use their breath. Example: When making the “s” sound, their voice is off, when making the “z” sound, their voice is on.

## Phonics

The phonics, or decoding, approach teaches word recognition through learning grapheme-phoneme (letter-sound) associations. After learning the sounds of consonants, vowels and blends, the student learns to sound out words by combining and blending the sounds. Some guidelines for teaching phonics are:

- Begin with lower case, introduce easy and most frequently occurring letter sounds (/m/, /s/, /t/, /a/).
- Introduce new letter-sound associations at a reasonable pace.
- Introduce vowels early, but teach consonants first.
- Emphasize the common sounds of letters first (/d/ in dig, /t/ in top, short vowels).
- Teach sound blending once the student has mastered four or five sounds.
- Introduce consonant blends (spot, fist, stick).
- Introduce consonant digraphs, where adjacent consonants join to form one sound (ship, fish).
- Introduce regular words prior to irregular words (those most consistent with phonics rules).
- Read stories that reinforce phonics patterns (Dr. Suess).

## Module D Transparencies

## Module D: Reading

InStrgD-T1



- *Demonstrate techniques that guide students in the selection of appropriate reading materials (age, skill, interest considerations).*
- *Demonstrate skill in reading orally to and for students.*
- *Demonstrate a variety of techniques for reading orally with students (choral reading, repeated reading, guided reading).*
- *Demonstrate techniques that facilitate independent reading comprehension (SQ3R, multi-pass, reciprocal teaching, QAR, multi-sensory, phonics).*
- *Know the state and/or district reading standards that apply to the relevant age or grade levels.*



# *Questions to Ask When Choosing Children's Literature*



- *Before Reading*
- *Plot*
- *Setting*
- *Theme*
- *Characterization*
- *Style*
- *Format*
- *Other Considerations*

# *Appropriate Literature Selections*

InStrgD-T3



- *Early Childhood: 2 - 6 years*
  
- *Primary: 5 - 9 years*
  
- *Intermediate: 8 - 12 years*

# *Why We Read Orally to Students*

InStrgD-T4



- *To help students learn to enjoy children's literature.*
- *To help students develop listening comprehension skills that can also be applied to their own reading with only minor modifications.*
- *To create interest in a particular type of literature so the students will want to read independently.*
- *For student learning purposes.*

# *Reading Orally With Students*

InStrgD-T5



- *Repeated Reading*
- *Choral Reading*
- *Guided Reading*

# SQ3R

## *Steps for Students:*

1. *S = Survey chapter quickly.*
2. *Q = convert the subtitles to Questions.*
3. *R = Read to locate the answer to one of the questions.*
4. *R = Recite and make notes of the answer.*
5. *R = Review the material.*

# *Multi-Pass*

InStrgD-T7



- *A version of SQ3R*
- *Three Passes*

## *Steps for Students:*

- 1. Survey*
- 2. Size-up*
- 3. Sort-out*

# *Reciprocal Teaching*

InStrgD-T8



## ■ *A Dialogue of Four Structured Strategies*

- 1. Clarify*
- 2. Question*
- 3. Summarize*
- 4. Predict*

### *What the Teacher Does*

- Reads a “chunk.”
- Asks probing questions.
- Summarizes student answers.
- Restates student’s clarification.
- Asks students to predict what the author will discuss.
- Switch roles with the student.

### *What the Students Do*

- Reads a “chunk.”
- Answers probing questions.
- Clarifies meanings of answers.
- Further clarifies answers.
- Predicts what the author will discuss.
- Switch roles with the teacher.

# *Question-Answer Relationships (QARs)*

InStrgD-T9



## *Questions Used for Comprehension:*

- *Text-Explicit*
- *Text-Implicit*
- *Script-Implicit*



# *Multi-Sensory*

InStrgD-T10



## *Students Use:*

- *Kinesthetic (movement)*
- *Tactile (touch)*
- *Visual (sight)*
- *Auditory (hearing)*

# *Phonics*

InStrgD-T11



## *Teaching Word Recognition Through Learning Grapheme-Phoneme (letter-sound) Associations*

## Module E: Written Language

## Instructional Strategies Academy

### Module E: Written Language



#### A. Module Goals

Using the **Module E: Written Language** handout and transparency (**H1/T1**), review the goals of the module.

1. Describe the reasons for the importance of written language skills.
2. Identify the process of written language development in children.
3. Identify techniques, strategies, and tools available to engage students in organizing and producing written language.
4. Know the state and/or district written language standards that apply to the relevant age or grade levels.



**Note to Instructor:** It is to the benefit of the participants to be familiar with their district and/or state standards for written language. Please make transparencies and handouts as needed for use for Goal 4.



## ***Goal 1: Describe the reasons for the importance of written language skills.***



### **1.1 Activity: Importance of Written Language**

Paraeducators list reasons for the importance of using written language



#### **1.1.1 Steps**

- In groups of three to five, direct participants to list reasons why it is important to know how to communicate using written language.
- Have groups return to large-group setting and discuss responses.
- Introduce the **Writing Modes** handout and transparency (**H2/T2**). Explain that these four models define the different ways, purposes, and reasons for which we use written language. Add the participants' responses to the transparency.



### **1.2 Discussion: Define Written Language**

Using the **Palloway and Patton** transparency (**T3**), discuss their statement/definition of written language. ***The instructor must provide the definition:***

- Written language, as defined by Palloway and Patton (1993), brings together the areas of handwriting, spelling, and written expression and requires “that the communicator have a variety of mechanical, memory, conceptual, and organizational skills....Writing provides a communication link for personal expression. In this sense, writing is not simply an achievement goal but is a vehicle. Writing can provide opportunities for the expression of feelings, attitudes, and concepts. Writing can and should become both an end and a means. A comprehensive program provides for the development of both creative and functional uses of written language. The creative emphasis stresses individual expression and can promote personal and social adjustment. The functional emphasis serves a more utilitarian purpose, stressing skills with direct applicability to successful independent living.”

Be sure to emphasize that written language is built on listening, speaking, and reading and is the most complex language arts skill. Thus,

- “Writing must be viewed as both process and product.”



## ***Goal 2: Identify the process of written language development in children.***



**Note to Instructor:** Emphasize that it is not the responsibility of paraeducators to perform assessments. The 6-Traits Assessment is not a formal assessment tool. It is a guide. The 6-Traits Assessment for Beginning Writers was selected for its user friendly descriptors. It specifically identifies five stages of written language development: Experimenting, Emerging, Developing, Capable, and Experienced. Then, under each stage of development, there are six traits of writers for that particular stage: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. What is of value to the paraeducator familiar with the 6-Traits Assessment is that they will be more aware of a student's level of performance and can use the 6-Traits Assessment as a stepping stone for proceeding to the next level.



### **2.1 Discussion: 6-Traits Assessment for Beginning Writers**

Introduce the **6-Traits Assessment for Beginning Writers** handouts and transparency (**H3/H4/H5/H6/H7/T4**). Lead a discussion of what a writer might do in each of the six traits: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Review the “emerging” through the “experienced” writer traits.



### **2.2 Activity: Use of 6-Traits Assessment**

Paraeducators will discuss practical examples of students they work with as they relate to the 6-Traits Assessment for Beginning Writers.



#### **2.2.1 Steps**

- Have participants discuss the 6-Traits Assessment with each other in small groups. They should include the following in their discussions:
  - Can they “picture” particular students who are at various levels?
  - Does the assessment help them understand the areas students need to develop to be competent writers?
  - Introduce the **6-Traits Development** handout and transparency (**H8/T5**). Building on the previous discussions, direct the participants to discuss the definitions of word choices used in the scenarios that follow.
  - Have each group suggest activities to move that particular student forward in his/her development.
  - Discuss the definitions as a large group.

- At what level are these students and what can you do to move them forward in their development?
  1. Manuel draws a picture and labels it with letter strings (mMdl).



**Note to Instructor:** Define letter strings. **Letter Strings** means a series of letters are written together that do not formulate a recognizable word. Experimenting Writer.

2. Sonia, using phonetic spelling (plagrđ, pepl), writes about her morning recess.



**Note to Instructor:** Define phonetic spelling. **Phonetic Spelling** is when a child spells a word based on his knowledge of sound/symbol correspondence and is writing down the sounds he hears when writing. Capable or Developing Writer.

3. Jamal writes about lunchroom rules and his opinions of why the rules are important. He spells sight words correctly and is very close on other words. He titles his work.



**Note to Instructor:** Define sight words. **Sight Words** are words that are not usually phonetically correct, and are words we do not want students sounding-out, we want students to recognize these words on sight. Experienced Writer.



### ***Goal 3 : Identify techniques, strategies, and tools available to engage students in organizing and producing written language.***



#### **3.1 Lecture: How Do We Know Where to Start?**

Pose the following questions to the group, “How do we know where to start with a student?” and “How do we know what an individual student's performance level is?”

Using the **How Do We Know Where to Start** handouts and transparency (**H9/T6**), discuss the points below regarding determining levels of performance.



**Note to Instructor:** The transparency and handouts are only an outline. You must lecture to give the necessary information. Full information is listed below. Sources are provided for your use.

- Teach pencil grasp if necessary. Ask teacher or occupational therapist for pencil grip if necessary.
- For learning letters, use the language of uppercase and lowercase. There are no hard and fast rules that exist about when to introduce uppercase letters but it is suggested that some consistent sequence should be followed. Some groupings with common features are helpful:
  - ↳ oadq / bp / tlik / rnmh / vwxy/ fj/ u / z / s
  - ↳ L H T E F I / J U / P R B D K / A M N V W Y Z / S / O Q C G
- Graham and Miller (1980) suggest teacher demonstration first of the formation of specific letters with the child observing the specific strokes involved in making the letter being learned. Discuss with student and draw attention to the distinctive features of the specific letter and how that letter compares to other letters learned. As the child takes the role of writing the letter, provide manual (hand-over-hand) guidance, directional arrows and verbal prompting. As the student becomes more independent and begins to produce the letter from memory, encourage the student to engage in self-instruction by verbalizing to themselves the writing procedure being followed.
- Another technique to assist a student's learning letters, name, sight word vocabulary, phone number, etc. is to use note cards and magic markers. Write the letter/word to be learned on the note card. Go over the letter/word with white glue. Let dry. Allow the student to trace finger



over letter/word and say each letter aloud. Reinforce: “This word begins with ...,” “This word ends with ...,” or “This letter says ... (say letter sound).” One can also use sand over glue for another letter/word tactile format. Use whipped cream or pudding spread in a baking dish and have the student write letters/words in it. Use play dough, pipe cleaners, beans, or macaroni noodles to shape letters and/or words.

- Make a word wall, use lined paper, or a piece of construction paper. Write letters of the alphabet in columns. Record under appropriate letter words the child knows. Add to it and review it daily. Have the student practice word(s) with pencil and paper. Perhaps use the students’ spelling list. Ask the student what words s/he would like to learn (mom, dad, etc.). Record on a sticky note and teach one word a day.
- Have the student draw a picture and dictate to you a one sentence description. Have the student copy the sentence or have the student write the sentence initially. Expand the number of sentences required as the student is ready. Cut out pictures from magazines. Ask the student to write a story about the picture, what they would do if they were there, who they would invite, etc. Expand the number of sentences required as the student is ready.
- Use the language of writers. Talk to your students about what good writers do. “Good writers use capitals at the beginning of their sentences. Good writers put a period at the end of their sentences.” Demonstrate and verbalize for them when you write. Think out loud! Reinforce this when you read (show examples in books, posters, letters, classroom rules, anywhere and everywhere, over and over and over).
- Make a worksheet using sight word vocabulary and the student's name all in lowercase letters with no punctuation. Have the student capitalize and punctuate as necessary.
- Alley and Deshler (1979) identified attitude about writing as a key concern. They suggest the following strategies: encourage students to focus initially on ideation rather than mechanical skills so the student feels comfortable with writing before trying for perfection. Also, expose the student to a variety of experiences in writing, use tape recorders as a way to record thoughts followed with effort to transcribe and revise the thoughts and to have the students write in a journal daily WITHOUT edited feedback.

- Nancy Mather's book, *Woodcock Johnson Psycho-Educational Battery Revised, Recommendations and Reports*, referring to Palloway, Patton and Cohen (1981), suggests teaching the student how to evaluate the organization of his/her paper, style, point of view, the sequencing of ideas, relevance of details to the purpose, clarity and consistency between the discussion and conclusion.
- The Write-Teach approach (Palloway and Decker, 1988) suggests an initial stress on primacy of the author role with ideation over form, and structure emphasized later. Structure can be taught in the context of the student's actual writing. Graves (1985) also believes that the writing process should stress meaning first and that skills can be taught in the context of meaning.
- If the student is expected to answer questions after reading or an activity, have the student read the questions BEFORE beginning activity. This sets the purpose for the reading/activity and will help focus on location of answers. Also, teach the student to use part of the question in the answer. Example: "Who was the main character? The main character was..."
- Graves (1985) believes that students should write at least four days per week. Using a daily journal is an approach that has been used effectively for this purpose (Fader and McNeill, 1968).
- Teach students the mnemonic COPS (Schumaker, Deshler, Nolan, Clark, Alley and Warner, 1981).
  - C = Capitalization
  - O = Overall Appearance
  - P = Punctuation
  - S = Spelling



### 3.2 Activity: The Use of Writing Organizers

Paraeducators will participate in an activity that examines various writing organizers.

A writing organizer is a tool that a student can use as a format to organize their thoughts and knowledge. Often, a writing task appears overwhelming because the student does not know how to begin. A writing organizer provides the format and often lessens the student's stress and frustration.



### 3.2.1 Steps

- Introduce and review with the participants in small groups the **Writing Organizers** handouts and transparency (**H10/H11/H12/H13/H14/T7**). Discussion should include the process for each organizer below.
  - ↳ **STORE the Story**
    - S: Setting
    - T: Trouble
    - O: Order of Action
    - R: Resolution
    - E: Ending
  - ↳ **Story Cloze**
  - ↳ **Paragraph Guide**
  - ↳ **Story Questions**
  - ↳ **Outline Form**
- Ask the groups to select organizers that they feel would work in helping their students get organized and begin writing.
- Bring participants back to the large-group setting and discuss what they feel they can take back to work and use.



### 3.3 Discussion: Use of Writing Organizers

Introduce the **Mapping as an Organizational Tool** handout and transparency (**H15/T8**). Lead a discussion regarding how and why the strategy of mapping may help organize a student's thoughts and ideas. The discussion should include the following aspects of mapping:

- As a pre-writing strategy (organize ideas).
- As a pre-teaching strategy (activate, evaluate prior knowledge).
- As a comprehension strategy (study guide, increase comprehension).
- The design of a map can take any form. Be creative!



### 3.4 Activity: Practicing Organizational Techniques

Paraeducators will practice use of one of the techniques with a class member.



#### 3.4.1 Steps

- Have the participants pair-up with one other classmate, with one taking on the role of the student.

- Instruct the participants to practice one of the previous techniques on their partner.
- Have the participants write a short paragraph discussing the following:
  - ➔ How did you organize the activity?
  - ➔ How did the “student” respond?
  - ➔ What did you learn?



### 3.5 Activity: Effective Basic Paragraphs

Paraeducators will participate in an activity analyzing effective basic paragraphs.



#### 3.5.1 Steps

- Using the **Effective Basic Paragraphs** handout and transparency (**H16/T9**), discuss with participants that teaching students to write effective basic paragraphs often requires an organizational system that the student can rely upon. An easily taught and used system is that of an organized 5-sentence paragraph.
  - 5-Sentence Paragraph**
    1. Topic Sentence
    2. Reason
    3. Reason
    4. Reason
    5. Conclusion
- Divide the participants into three groups and assign each group one of the three **Examples of Basic Paragraph Examples (H17/H18/H19)**.
- Instruct the groups to analyze and identify the elements of the 5-sentence paragraph structure.
- When finished, have each of the groups share their example with the class.
- Referring again to the **Effective Basic Paragraphs** handout and transparency, discuss with the participants how a writer then expands to an easily organized paragraph of eight or more sentences, incorporating the following:
  - ➔ Good topic sentence starters include: while, if, where, although, since, unless, as, after, even though, before, etc.
  - ➔ Use a number word in the topic sentence. (Example: Mammals are alike in several ways).
  - ➔ Use transitional words to move from one reason to the another

- reason. (Example: first, second, next, finally).
- ↳ Good conclusions restate your topic. Good conclusion starters include: obviously, as you can see, in conclusion, clearly, etc.
- Ask the participants to provide examples of how the writers of the example paragraphs used in the previous activity could expand their writing.

### **8-Sentence Paragraph**

1. Topic sentence
2. Reason
3. Explanation
4. Reason
5. Explanation
6. Reason
7. Explanation
8. Conclusion



***Goal 4: Know the state and/or district written language standards that apply to the relevant age or grade levels.***



#### **4.1 Lecture: District and/or State Standards for Written Language**

It is to the benefit of the participants to be familiar with your district and/or state standards for written language. Acquire a copy of your district and/or state standards, making transparencies and handouts to facilitate lecture.

Use copies of your district and/or state standards, K-12, to discuss the following:

- These are the standards expected of typical students in development of written language skills and competencies.
- For students who have special needs, these standards establish benchmarks and/or guidelines for sequences of continued learning.

## Module E Handouts

## **Module E: Written Language**

1. Describe the reasons for the importance of written language skills.
2. Identify the process of written language development in children.
3. Identify techniques, strategies, and tools available to engage students in organizing and producing written language.
4. Know the state and/or district written language standards that apply to the relevant age or grade levels.



## Writing Modes

Writing in all four modes (creative, expository, personal, and technical) is recommended. Levels of sophistication and complexity are varied to meet the needs of developing students.

CREATIVE	EXPOSITORY	PERSONAL	TECHNICAL
Anecdote	Biography	Autobiography	Agendas
Bumper Stickers	Captions	Diaries	Bibliography
Cartoons	Critiques	Field Notes	Business Letter
Descriptions	Essays	Free Writing	Charts
Dictated Stories	<i>Cause/Effect</i>	Friendly Letter	Content-Area:
Epilogues	<i>Comparison/Contrast</i>	Graffiti	<i>Logs</i>
Fictional Narratives	<i>Personal</i>	Journals	<i>Observations</i>
<i>Fables</i>	<i>Persuasion</i>	Logs	Data Sheets
<i>Fairy Tales</i>	<i>Reaction</i>	Memoirs	Directions
<i>Mystery</i>	Examinations	Notes	Graphs
<i>Romance</i>	How-To Papers	Personal Essays	Indexes
<i>Short Stories</i>	Literary Analysis	Personal Narratives	Invitations
<i>Tall Tales</i>	Magazine Articles	Response Journals	Letters of:
Fortunes	News Articles		<i>Application</i>
Jokes and Riddles	Observations		<i>Appreciation</i>
Letters	Picture Books		<i>Congratulations</i>
Mottoes and Slogans	Political Statements		<i>Sympathy</i>
Myths	<i>Editorials</i>		Lists
Nursery Rhymes	<i>Speeches</i>		Menus
Parodies	Prefaces		Note Taking
Personal Narratives	Profiles/Portraits		Outlines
Picture Books	Public Notices		Recipes
Postcards	<i>Advertisements</i>		Resumes
Scripts	<i>Announcements</i>		Table of Contents
<i>Plays</i>	<i>Fliers</i>		Telegrams
<i>Puppet Shows</i>	<i>Posters</i>		Timelines
<i>Radio Shows</i>	Reports		
<i>Skits</i>	Research Papers		
<i>TV. Commercials</i>	Weather Reports		
<i>Sketches</i>			
Songs and Raps			

## The Experimenting Writer

### IDEAS

- Uses scribbles for writing.
- Dictates labels or a story.
- Shapes that look like letters.
- Line forms that imitate text.
- Writes letters randomly.

### ORGANIZATION

- Attempts to write left to right.
- Attempts to write top-down.
- No sense of beginning and end.
- Experiments with spacing.

### VOICE

- Communicates feeling with color, shape, and line in drawing.
- Work is similar to everyone else's.
- Ambiguous response to task.
- Awareness of audience is not present.

### WORD CHOICE

- Writes letters in strings.
- Imitates word patterns.
- Pictures stand for words and phrases.
- Copies environment print.

### SENTENCE FLUENCY

- Mimics letters and words across the page.
- Words stand alone.
- Patterns for sentences not in evidence.
- Sentence sense not yet present.

### CONVENTIONS

- Writes letter strings (pre-phonetic).
- Attempts to create standard letters.
- Attempts spacing of words, letters, symbols, and pictures.
- Student interpretation needed to understand text.

## The Emerging Writer

### IDEAS

- Some recognizable words present.
- Labels pictures.
- Uses drawings that show details.
- Pictures are supported by some words.

### WORD CHOICE

- Recognizable words.
- Environmental words used correctly.
- Attempts at phrases.
- Functional language.

### ORGANIZATION

- Consistently writes left to right.
- Consistently writes top-down.
- Experiments with beginnings.
- Begins to group like words/pictures.

### SENTENCE FLUENCY

- Strings words together into phrases.
- Attempts simple sentences.
- Dialogue present, but not understandable.

### VOICE

- Hints of voice present in words and phrases.
- Looks different from work of others.
- Treatment of topic predictable.
- Audience is fuzzy; could be anybody, anywhere.

### CONVENTIONS

- Attempts semi-phonetic spelling.
- Uses mixed upper and lowercase letters.
- Uses spaces between letters and words.
- Nonstandard grammar is common.

## The Developing Writer

### IDEAS

- Attempts a story or to make a point.
- Illustration supports the writing.
- Meaning of the general ideas is recognizable/understandable.
- Some ideas clear, but some are still fuzzy.

### ORGANIZATION

- A title is present.
- Limited transitions present.
- Beginning, but no end except for "The End."
- Attempts sequencing.

### VOICE

- Expresses some predictable feelings.
- Moments of individual sparkle, but then hides.
- Repetition of familiar ideas reduces energy.
- Reader has limited connection to writer.

### WORD CHOICE

- General or ordinary words.
- Attempts new words, but they don't always fit.
- Settles for the word or phrase that "will do."
- Big words used only to impress reader.
- Relies on slang, cliches, or repetition.

### SENTENCE FLUENCY

- Uses simple sentences.
- Sentences tend to begin the same.
- Experiments with other sentence patterns.
- Reader may have to re-read to follow meaning.
- Dialogue present, but needs interpretation.

### CONVENTIONS

- Uses phonetic spelling.
- Spelling of high-frequency words still spotty.
- Uses capitals at the beginning of sentences.
- Usually uses end punctuation correctly (.!?).
- Experiments with other punctuation.
- Long paper may be written as one paragraph.
- Attempts standard grammar.

## The Capable Writer

### IDEAS

- Writing tells a story or makes a point.
- Illustration enhances the writing.
- Idea is generally on topic.
- Details are present, but not developed (lists).

### ORGANIZATION

- An appropriate title is present.
- Attempts transitions from sentence to sentence.
- Beginning works well and attempts an ending.
- Logical sequencing.
- Key ideas begin to surface.

### VOICE

- Writing is individual and expressive.
- Individual perspective becomes evident.
- Writes to convey a story or idea to the reader.
- Attempts nonstandard point of view.

### WORD CHOICE

- Uses favorite words correctly.
- Experiments with new and different words with some success.
- Tries to choose words for specificity.
- Attempts to use descriptive words to create images.

### SENTENCE FLUENCY

- Simple and compound sentences present and effective.
- Attempts complex sentences.
- Not all sentences begin the same.
- Sections of writing have rhythm and flow.

### CONVENTIONS

- Transitional spelling on less frequent words.
- Spelling of high-frequency words usually correct.
- Capitals at the beginning of sentences and variable use of proper nouns.
- End punctuation is correct and other punctuation, such as commas, is attempted.
- Paragraphing variable, but present.
- Noun/pronoun agreement.
- Verb tense, subject/verb agreement.

## The Experienced Writer

### IDEAS

- Presents a fresh, original idea.
- Topic is narrowed and focused.
- Develops one clear main idea.
- Uses interesting, important details for support.
- Writer understands topic well.

### ORGANIZATION

- An original title is present.
- Transitions connect main ideas.
- The opening attracts.
- An effective ending is attempted.
- Easy to follow.
- Important ideas stand out.

### VOICE

- Uses text to elicit a variety of emotions.
- Takes some risks to say more than what is expected.
- Point of view is evident.
- Writes with a clear sense of audience.
- Cares deeply about the topic.

### WORD CHOICE

- Everyday words used well.
- Precise, accurate, fresh, original words.
- Creates vivid images in a natural way.
- Avoids repetition, cliches, or vague language.
- Attempts figurative language.

### SENTENCE FLUENCY

- Consistently uses sentence variety.
- Sentence structure is correct and creative.
- Variety of sentence beginnings.
- Natural rhythm, cadence, and flow.
- Sentences have texture which clarify the important idea.

### CONVENTIONS

- High-frequency words are spelled correctly.
- Capitals used for obvious proper nouns, as well as sentence beginnings.
- Basic punctuation is used correctly and/or creatively.
- Indents consistently to show paragraphs.
- Shows control over standard grammar.

## 6-Traits Development

At what performance level are these students and what can you do to move them forward in their development?

1. Manuel draws a picture and labels it with letter strings (mMdl).
2. Sonia, using phonetic spelling (plagrđ, pepl), writes about her morning recess.
3. Jamal writes about lunchroom rules and his opinions of why the rules are important. He spells sight words correctly and is very close on other words. He titles his work.

## How Do We Know Where to Start?

- Teach pencil grasp.
- For learning letters, use the language of uppercase and lowercase. Some groups with common features:
  - oadq / bp / tlik / rnmh / vwxy/ fj/ u / z / s
  - L H T E F I / J U / P R B D K / A M N V W Y Z / S / O Q C G
- The teacher should demonstrate the formation of specific letters.
- Tactile techniques.
- Provide the student visual sources of information.
- Use graphic organizers.
- Make a word wall.
- Have the student draw a picture and dictate to you a one sentence description.
- Use the language of writers.
- Make worksheets using sight-word vocabulary to teach punctuation and capitalization.
- Attitude is a key concern.
- Teach students to evaluate their work.
- The writing process should stress meaning first and that skills can be taught in the context of meaning.
- If the student is expected to answer questions after reading or an activity, have the student read the questions before doing the reading.
- Students should write at least four days per week.
- Teach students the mnemonic COPS.



## STORE the Story

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Setting:** \_\_\_\_\_

*Who:* \_\_\_\_\_

*What:* \_\_\_\_\_

*When:* \_\_\_\_\_

*Where:* \_\_\_\_\_

**Trouble:** \_\_\_\_\_

**Order of Action:** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Resolution:** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Ending:** \_\_\_\_\_

Schlegal, M. & Bos, C.S., 1986

## Story Cloze

At the beginning of the story, \_\_\_\_\_

---

---

---

A problem starts when \_\_\_\_\_

---

---

---

---

\_\_\_\_\_ tries to solve the problem by \_\_\_\_\_

---

---

---

---

---

At the end of the story, \_\_\_\_\_

---

---

---

---

## Paragraph Guide

### Topic Sentence

---

---

---

### Supporting Details

1.

---

---

---

2.

---

---

---

3.

---

---

---

4.

---

---

---

### Concluding or Transition Sentence

---

---

---

## Story Questions

1. WHERE does your story take place? \_\_\_\_\_

---

---

---

2. WHO are the main characters and what are they like? \_\_\_\_\_

---

---

---

3. WHAT happens to them? \_\_\_\_\_

---

---

---

4. WHAT do they do about it? \_\_\_\_\_

---

---

---

5. WHAT happens at the end of the story? \_\_\_\_\_

---

---

---

## Outline Form

**Who:**

---

---

**What:**

---

---

**When:**

---

---

**Where:**

---

---

**Why:**

---

---

**How:**

---

---

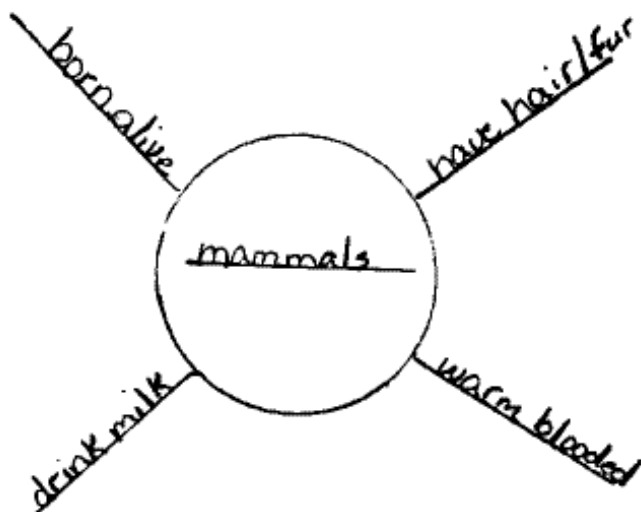
**Vocabulary:**

---

---

## Mapping as an Organizational Tool

- As a pre-writing strategy to help organize ideas.
- As a pre-teaching strategy it can activate and evaluate a student's prior knowledge.
- As a comprehension strategy it can be used as a study guide for increased comprehension.
- The design of a map can take any form. Be creative!



## Effective Basic Paragraphs

### 5-Sentence Paragraph

1. Topic Sentence
2. Reason
3. Reason
4. Reason
5. Conclusion

### 8-Sentence Paragraph

1. Topic Sentence
2. Reason
3. Explanation
4. Reason
5. Explanation
6. Reason
7. Explanation
8. Conclusion

### Some Good Topic Sentence Starters:

While  
If  
Where  
Although  
Since  
Unless  
As  
After  
Even though  
Before

### Some Good Conclusion Starters:

Obviously  
As you can see  
In conclusion  
Clearly

### Effective Basic Paragraph Example 1

Michael

11-2-98

Mammals are alike in 4 ways. First, of all, mammals are born live. Next, they have hair, or fur. Then, they drink milk from there mom. Finally, all mammals are warm blooded.



## Effective Basic Paragraph Example 2

Sara

Mammals are alike in four ways.

First of all, mammals are born with hair or you can say fur!

Also, mammals drink their mother's milk. Next, mammals are warm blooded. Last, mammals are born alive.

### Effective Basic Paragraph Example 3

Seal Nov 07  
Mammals are alike  
in four ways.  
First, mammals are  
~~warm blooded~~ <sup>warm blooded</sup>. Next,  
mammals have  
hair or fur.  
~~Also~~ they <sup>drink</sup> drink  
milk from  
their moms.  
Finally, mammals  
are born alive.

## Module E Transparencies

## *Module E: Written Language*

InStrgE-T1



- *Describe the reasons for the importance of written language skills.*
- *Identify the process of written language development in children.*
- *Identify techniques, strategies, and tools available to engage students in organizing and producing written language.*
- *Know the state and/or district written language standards that apply to the relevant age or grade levels.*

# *Writing Modes*

InStrgE-T2



*Writing in all four modes is recommended. Levels of sophistication and complexity are varied to meet the needs of developing students.*

***CREATIVE***

***EXPOSITORY***

***PERSONAL***

***TECHNICAL***

## *Palloway and Patton*

InStrgE-T3



*“Writing must be viewed  
as both  
process and product.”*

# *6-Traits Assessment for Beginning Writers*

InStrgE-T4



- *The Experimenting Writer*
- *The Emerging Writer*
- *The Developing Writer*
- *The Capable Writer*
- *The Experienced Writer*

## *6-Traits Development*

InStrgE-T5



1. *Manuel draws a picture and labels it with letter strings (mMdl).*
2. *Sonia, using phonetic spelling (plagrd, pepl), writes about her morning recess.*
3. *Jamal writes about lunchroom rules and his opinions of why the rules are important. He spells sight words correctly and is very close on other words. He titles his work.*



# *How Do We Know Where to Start?*

InStrgE-T6



- *Pencil Grasp*
- *Uppercase and Lowercase Letters*
- *Demonstrate Letter Formation*
- *Tactile Techniques*
- *Visual Information Sources*
- *Graphic Organizers*
- *Draw and Dictate*
- *Use the Language of Writers*
- *Use Sight-Word Vocabulary*
- *Attitude is a Key Concern*
- *Evaluate Work*
- *Read Questions Before Content*
- *Write Often*
- *Mnemonic Devices*

# *Writing Organizers*

InStrgE-T7



*STORE the Story*

*STORY CLOZE*

*Paragraph Guide*

*Story Questions*

*Outline Form*

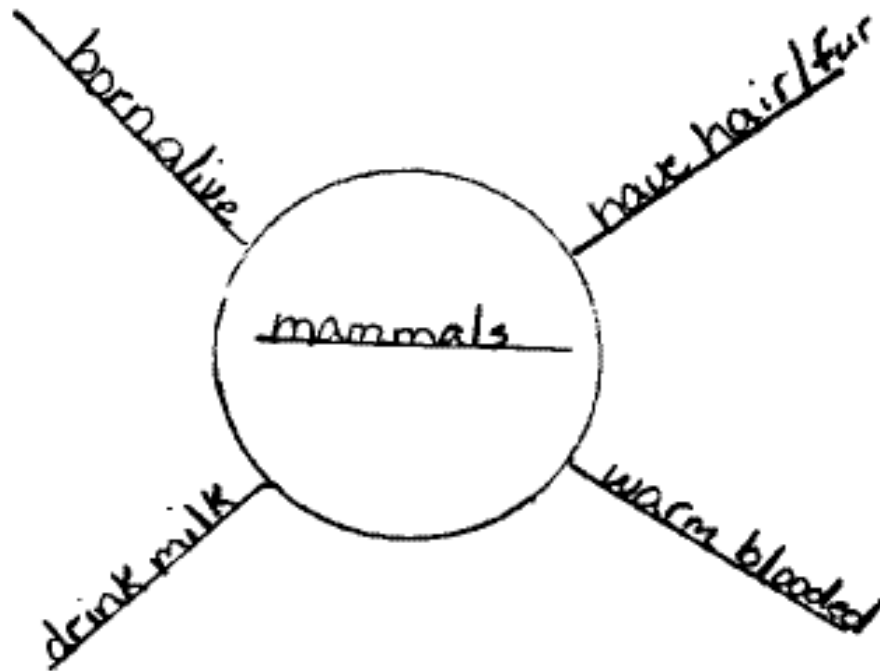
*Mapping*

# Mapping as an Organizational Tool

InStrgE-T8



- *A Pre-Writing Strategy*
- *A Pre-Teaching Strategy*
- *A Comprehension Strategy*



# *Effective Basic Paragraphs*

InStrgE-T9



## *5-Sentence Paragraph*

- 1. Topic Sentence*
- 2. Reason*
- 3. Reason*
- 4. Reason*
- 5. Conclusion*

## *8-Sentence Paragraph*

- 1. Topic Sentence*
- 2. Reason*
- 3. Explanation*
- 4. Reason*
- 5. Explanation*
- 6. Reason*
- 7. Explanation*
- 8. Conclusion*